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ABSTRACT

This document is the manual for the Arizona Reading Program (ARP) 2003 entitled "Lights, Camera, Read!" This theme spotlights books that were made into movies, and allows readers to appreciate favorite novels and stories that have progressed to the movie screen. The manual consists of eight sections. The Introduction includes welcome letters from the State Librarian, Arizona Humanities Council Director, and Arizona Reads Coordinator; a list of past themes of the program, beginning with 1974; biography of the 2003 artist; and ARP evaluation form. The next section, "Getting Started," includes information and materials for planning and scheduling; publicity and promotion; registration; reading logs; awards and incentives; incentive companies; and incentive coupons. Section three, "Specific Groups," presents general guidelines, titles, Web sites, and other information for serving young adults, multicultural youth, and visually impaired and other specific needs patrons. The next section, "Resources," includes general titles and Web sites; theme-based resources; a presentation resource form; and ARP funding application. Instructions for making decorations and crafts are provided in the next two sections. Sections seven and eight include activities for pre-school, school-age, and young-adult patrons, and clip art. (AEF)

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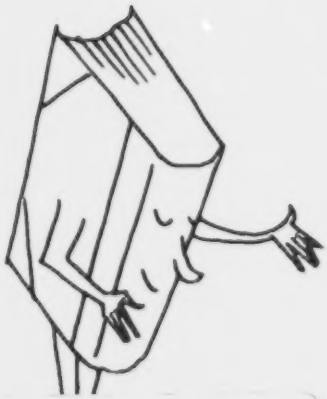

Arizona Reading Program Manual

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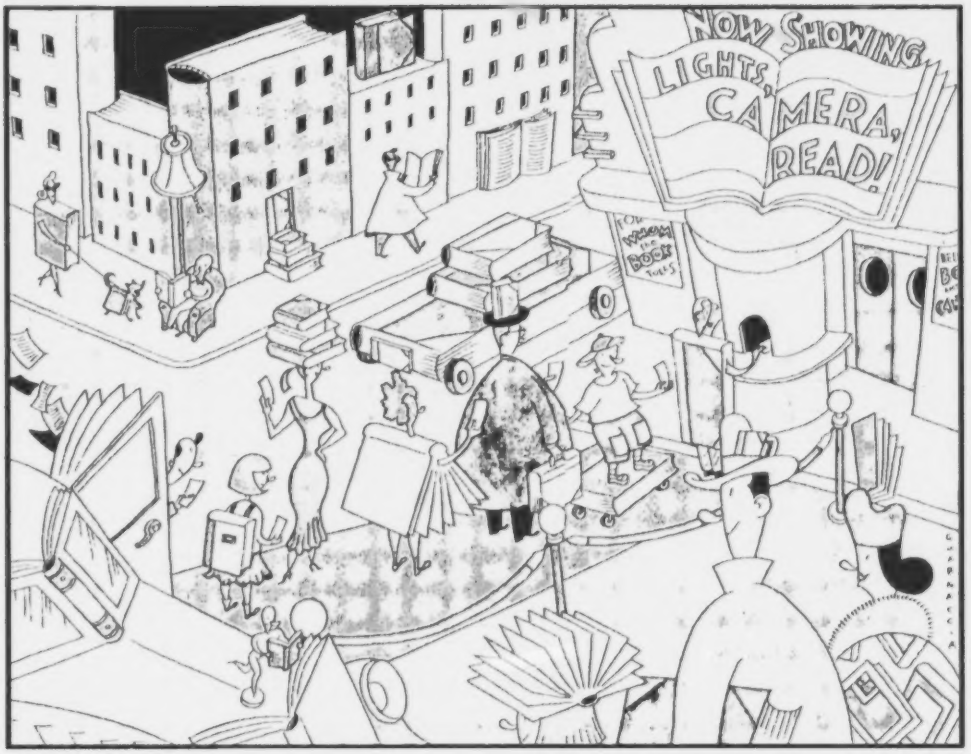

ARIZONA READING PROGRAM

A project of Arizona Reads, a collaboration between the Arizona Humanities Council and the Arizona State Library, Archives and Public Records. Funded in part by the Institute of Museum and Library Services under the Library Services and Technology Act. Illustrations by Steven Guarnaccia. Creative coordination and design by K-READ.

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State of Arizona

DEPARTMENT OF
LIBRARY, ARCHIVES AND PUBLIC RECORDS
GladysAnn Wells, Director

PROVIDING ACCESS
Preserving Arizona

December 2002

Dear Reading Colleague,

The State Library launched the Arizona Reading Program twenty-nine years ago to promote books, reading and literacy for Arizonans. Four years ago, we collaborated with the Arizona Humanities Council to create "Arizona Reads" to orchestrate the activities of Motheread Arizona, Community Book Discussions, and the Arizona Reading Program.

This year, we are very pleased to join the Arizona Humanities Council in welcoming the Arizona Film Commission as a partner for the 2003 reading program, entitled *Lights, Camera, Read!* This theme spotlights books that were made into movies. There is a symbiotic relationship between libraries and movies. The wonderful pieces of literature which can be found in our libraries often inspire themes for motion pictures. Simultaneously, cleverly portrayed movie themes often motivate further research in libraries.

For generations, families have enjoyed such classics as Walter Farley's *The Black Stallion* and Jules Verne's *20,000 Leagues Under the Sea*. Cinemas provide the virtual reality while books encourage the characters and action to mingle within the imagintion. *Lights, Camera, Read!* combines the wonder of both and allows readers to appreciate favorite novels and stories that have progressed to the movie screen.

Promoting statewide collaboration with cultural and public information institutions is one of our goals at the State Library. We invite you to participate in the Arizona Reading Program for 2003 in celebrating the pleasure that literature and movies bring to our lives.

Sincerely,

GladysAnn Wells

GladysAnn Wells, State Librarian

STATE CAPITOL
1700 W. Washington - Room 200 - Phoenix, Arizona 85007 - Home Page: http://www.lib.az.us
Phone: (602) 542-4035 - Fax: (602) 542-4972 - Email: gawells@lib.az.us
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December 2002

Dear Arizona Friends of the Book:

Now in its fourth year, "Arizona Reads," a unique collaboration between the Arizona Humanities Council and the Arizona State Library, Archives and Public Records, continues to refine and expand its three primary programs: Motheread Arizona, Community Book Discussions, and the Arizona Reading Program, for which the enclosed manual was developed.

As has been the case previously, the Arizona Reading Program has selected a theme that not only connects to children, but also encourages them to visit libraries and read. This year, "Lights, Camera, Read!" focuses on books that were made into movies. It's an exciting theme, one that offers countless ways to introduce children to literature. I know myself that many of the books I read as a youth I first encountered on the silver screen, and one needs only look at today's Lord of the Rings and Harry Potter phenomena to see that the link between the printed word and movies remains a strong one.

Also, we are very pleased that the Arizona Film Commission, which promotes filmmaking in the state, has joined us as a cosponsor. Later you'll hear more about the exciting incentives the Arizona Reading Program will be providing libraries, in association with the Arizona Film Commission.

We're also continuing our practice of issuing this manual early enough for librarians to adequately design summer reading programs, although you are invited to use the materials at any time during the year. You might also notice that the manual is more streamlined than previous versions; we've removed a lot of duplication, focusing primarily on exercises that contribute directly to your reading activities. Let us know if we succeeded.

We invite you to serve on the steering committee for the Arizona Reading Program. It is your input that helps our committee members design a program that works for all Arizona libraries, regardless of location, budget, or staff size. If you cannot serve on the committee, we hope you will at least attend one of the regional workshops this fall that will introduce librarians to this year's theme, manual, and related activities.

On behalf of the Arizona Humanities Council, I am pleased to join with the Arizona State Library, Archives and Public Records to support "Arizona Reads" in general and the Arizona Reading Program, specifically. We look forward to working with all Arizona libraries, as we work to build communities that read in our state. "Lights, Camera, Read!"

Sincerely,

Dan Shilling
Executive Director

ARIZONA HUMANITIES COUNCIL
The Ellis-Shackelford House - 1242 North Central Avenue - Phoenix, AZ 85004-1887
602/257-0335 - Fax: 602/257-0392 - www.azhumanities.org

Arizona READS

Welcome to *Lights, Camera, Read!*, the Arizona Reading Program for 2003. We hope this theme will draw kids of all ages to the literature, both classic and popular, that inspires their favorite movies, videos, and performances. We hope to generate interest in books and activities based on the performance industry as well.

LOUISA "HOLLYWOOD" AIKIN

The streamlined 2003 ARP Manual provides you with planning information and program materials, and directs you to the resources available in your branches and communities. We have also developed a set of themed materials that will encourage kids to participate in your adaptation of the Arizona Reading Program. For your graphics needs we have gone back to slick papers, which everyone can use, instead of the CD-ROM, which was not accessible to everyone. The graphics package is also available electronically at our home site, www.kread.com/arp03/.

DEBORAH KEARNS

The ARP offers new incentive coupons this year, as well as an exciting collaboration with the Arizona Film Commission. We will let you know how you can benefit from their contributions when the program materials come out early in 2003. You are under no obligation to use the ARP materials at times other than summer, but you have the option to do so with the timely delivery. We are also continuing with regional workshops, as well as with program money for under-funded rural libraries.

CONTINUED

1242 N. Central Avenue ■ Phoenix, AZ 85004 ■ 602/257-0335 X26 ■ Fax: 602/257-0392 ■ amjohnson@azhumanities.org
a collaboration between the Arizona Humanities Council and the Arizona Department of Library, Archives and Public Records

Arizona READS

I enthusiastically thank the members of the Arizona Reading Program Committee for their dedication and creativity:

Louisa Aikin	Scottsdale Public Library, Mustang Branch
Kathy Albert	K-READ, creative consultants
Ruth Grant	Tucson-Pima Public Library, River Center Branch
Deborah Kearns	Cottonwood Public Library
Kami Krenz	Braille and Talking Book Library, Phoenix
Jim Lovell	Braille and Talking Book Library, Phoenix
Linda McCleary	Arizona State Library, Library Development Division
AnnaDel Paxton	Flagstaff City-Coconino County Public Library
Giane Powell	Safford City-Graham County Library
Gloria Rojel	Arizona State Library, Library Development Division

I offer a special thanks to AnnaDel and Ruth for their help with the 2002 Flagstaff and Tucson workshops, and Carla Peterson and her staff at the Yuma Public Library for their hard work in hosting the third workshop. These people have been a wonderful group to work with, due both to their kindness and their commitment to the success of the Arizona Reading Program. I am, as are the public librarians throughout Arizona, deeply indebted to each of you.

We wish you success in planning and hosting *Lights, Camera, Read!*

Ann-Mary Johnson

Ann-Mary Johnson, Arizona Reads Coordinator

RUTH GRANT AND FRIEND

1242 N. Central Avenue ■ Phoenix, AZ 85004 ■ 602/257-0335 X26 ■ Fax: 602/257-0392 ■ amjohnson@azhumanities.org
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History of the Arizona Reading Program

Arizona has a long history of successful reading programs. Here is a list of our past themes.

1974	Monster Zoo
1975	Arizona Round-Up
1976	Our Country
1977	Wizard of Oz
1978	Star Ship to Adventure
1979	Open the Elfin Doors
1980	Ready, Set, Go!
1981	Stake Your Claim
1982	Lions & Tigers & Books
1983	Bone Up On Books–Be a Bookasaurus
1984	Your Own Adventure
1985	Bite Into Books
1986	Unlock Your Universe With Books
1987	Sakes Alive–We're 75
1988	Time Travel–You Are There
1989	Books Give Us Wings
1990	Have Books, Will Travel
1991	Read Arizona
1992	Rainbow Earth
1993	Libraries: The Greatest Show on Earth
1994	Get a Clue at the Library
1995	Pandamonium at the Library
1996	Every One a Winner
1997	Book a Trip to the Stars
1998	Readers of the Round Table
1999	Read Arizona
2000	Read from Sea to Shining Sea
2001	2001: A Reading Odyssey
2002	Books and Pets: Our Friends for Life!
2003	Lights, Camera, Read!

Meet Our Artist...
Steven Guarnaccia

The hip, highly stylized drawings of Steven Guarnaccia will grace the 2003 poster and related materials with its movie inspired theme *Lights! Camera! READ!* Beyond illustrating more than a dozen children's, young adult, and adult books, he has also designed watches for Swatch®, cards for the Museum of Modern Art in New York City, jewelry and writing tools for ACME, rugs for Reactor, and murals for Disney Cruise Lines.

Guarnaccia has had one-man exhibits in galleries in Milan, Toronto, and New York City. His latest work can be seen in the recently released paperback version of Paola Antonelli's *Achille Castiglioni*, which chronicles the work of the internationally known design master.

Guarnaccia's latest picture book, *Goldilocks and the Three Bears: A Tale Moderne*, a groovy retelling of the classic fairy tale, was published in 2000 and became a favorite with children, parents, and fans of the 1950s modern design movement. In March 2002, *Black & White*, his collaboration with Susan Hochbaum, will be published by Chronicle Books. *Black & White* will be a pictorial work studying the role of absolute darkness and lightness in design.

Guarnaccia lives in Montclair, New Jersey, with his wife and son and is a faculty member of the graduate design program at the School of Visual Arts.

Arizona Reading Program Evaluation for "Lights, Camera, Read!"

Program Evaluation is mandatory and due by **September 1, 2003**.
Mail to Ann-Mary Johnson, Arizona Reads, 1242 North Central Avenue, Phoenix, AZ 85004, or fax to (602)257-0392.

Libraries will not receive their 2004 free materials until their 2003 evaluations are received. Arizona Reads needs this information to report to our funders, the National Endowment for the Humanities and the Institute of Museum and Library Services, under the Library Services and Technology Act.

SOME GUIDELINES:

1. If you are reporting for more than one branch, include a report for each branch.
2. If you do not have your precise participant numbers, go ahead and estimate.
3. If you only ordered a manual and had no ARP-related programs, report that on the evaluation.
4. Call Ann-Mary Johnson at 602/257-0335 x26 if you have questions.

Library Name: _____

Address: _____

Legislative District (mandatory): _____

Congressional District (mandatory): _____

ARP Contact Person at Branch:
Job Title: _____
Phone: _____
E-mail: _____

Are you interested in serving on the 2003 Arizona Reading Program Committee?
__Yes __No

What difference does the Arizona Reading Program make in your library?

_____
_____
_____

What impact does the Arizona Reading Program have in your community?

_____
_____
_____

If the ARP does not make a difference or have an impact, what changes do you suggest?

_____

_____

_____

Budget Totals
How much money did your branch receive from your library system for your 2003 ARP?

$_____

What was the total dollar value of any contributions or goods your branch received from sources other than the library for your 2003 ARP?

$_____

What was the total number of volunteer hours contributed to your branch for your 2003 ARP?

#_____

Participant Totals
These reflect the total number of people that participated in your Arizona Reading Programs, with each individual being counted only once:

Total Number of Individual Youth Participants (ages 0-15):

#_____

Total Number of Individual Adult Participants (ages 16 +):

#_____

Was this a greater or smaller number of participants than last year? Why?

Program Totals
This is a different way of counting participants, as well as a count of your ARP programs. Please note at the start of your ARP that you will need to keep these figures as you go.

Number of ARP Programs
How many individual programs did you have that were part of your Arizona Reading Program? Include all special events, storytimes, craft programs, etc.

#_____

Total in Attendance at All Programs
What was the total number of people that attended these programs? This figure means that certain individuals will be counted multiple times.

#_____

Free Materials Evaluation
Includes manual, poster, bookmark, book bag, reading log, and certificate.

How do you rate the free materials provided to you by the Arizona Reading Program?

_____Not helpful _____Somewhat helpful _____Very helpful

Program Manual
Did you use the Program Manual?

What did you like most about the manual?

_____
_____
_____

What did you like least about the manual?

_____
_____
_____

Poster Comments:

_____
_____
_____

Bookmark Comments:

_____
_____
_____

Book Bag Comments:

_____
_____
_____

Reading Log Comments:

_____
_____
_____

Free Materials Evaluation, continued

Certificate Comments:

_____
_____
_____

Priced Items Evaluation

We would like your feedback on any of the ARP priced items you may have purchased for your program, including stickers, pens, pencils, etc.

What priced item did you like the most? Why?

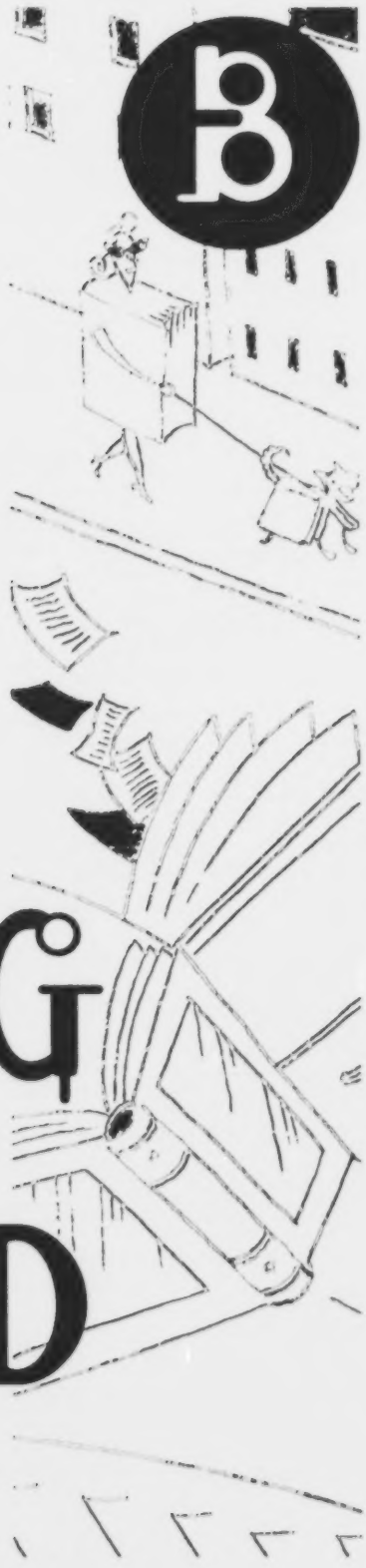
_____
_____
_____

What priced item did you like the least? Why?

_____
_____
_____

General comments and suggestions about the priced materials:

_____
_____
_____



GETTING STARTED

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TAILORING THE ARIZONA READING PROGRAM FOR YOUR LIBRARY

This chapter covers program design, which includes planning, promotion, registration, reading logs, and incentives. A list of incentive companies and the ARP-provided incentive coupons are located at the end of this chapter.

Planning and Scheduling

Here are some suggestions for setting up your planning calendar:
4 to 5 months prior to your program:

- Read the ARP Manual, highlighting areas of interest and reviewing the mandatory evaluation statistics you need to collect.
- Determine program parameters such as staff availability, volunteer needs, supply and equipment needs, target audiences for specific programs, incentive needs, and a budget.
- Make sure you have ordered enough ARP free and priced materials, and **check the Arizona Reading Program at www.kread.com/arp03/ under "Order Forms" for leftover availability.**
- Confirm your ARP budget from the library, and determine what your donation goals are from other contributors, your friends group, or a fundraising activity.
- Contact potential money, incentive, and promotion donators, including local chambers-of-commerce, museums, newspapers, service organizations (Kiwanis, Rotary, Lions, Soroptimists, etc.)– check the phone book for more ideas!
- **This year, for both donations and promotional opportunities, look to theme-related non-profit organizations and local businesses such as film commissions, theatres, and video and music stores.**
- Order any additional incentives and craft supplies you may need, from local companies or ones suggested in the ARP Manual.
- Order books to complement the theme, checking the ARP-provided bibliography for suggestions.
- Create a working calendar, marking tentative program dates and scheduling deadlines.
- Contact potential presenters and volunteers.

2 to 3 months prior to your program:

- Finalize ARP start and end dates.
- Determine registration procedures.
- Confirm special event schedules, and develop contingency plans in case of rain, etc.
- Prepare handouts, flyers, and press releases for the program and specific events.
- Contact teachers and prepare materials and skits for promotional school visits.
- Prepare materials and post flyers for teen and other volunteers.
- Order and collect all craft materials, and check all library equipment that will be involved in programming.

During the month prior to your program:

- Promote the program within the library. Have a staff meeting so everyone has all the program information.
- Offer promotional materials to program contributors and other local organizations.
- Enlist the local press. Consider holding a press conference in the library!
- Conduct promotional school visits, including day-care centers, private, and parochial schools.
- Send confirmation letters and contracts to all presenters, performers, and contributors.
- Conduct an orientation for teen or other volunteers.
- Practice all crafts and performances.
- Decorate the library, displaying theme-based titles along with bibliography handouts for patrons.

Planning elements

- Public Performance Rights - For important information regarding the use of videos in libraries, go to "Video and Copyright" at www.ala.org/library/fact7.html.
- Family Involvement - To encourage reading as a family activity, you may want to include parents and other caregivers in your program. You could offer a family reading log and certificate, along with handouts of theme-based titles from the ARP bibliography. Reinforce this program with special family events at the library.
- Community Reading - You may want to target other members of the community, especially seniors, as reading program participants as well. If so, promote the program at churches, senior centers, and retirement homes, whose patrons may enjoy some of the theme-based materials and activities.
- Evaluation - Don't forget to collect what you need for your ARP Evaluation, in addition to collecting any other important statistical or anecdotal information you may want. You can use both quantitative and qualitative data to see if you met your goals, as well as to solicit sponsorships and donations in your community!

LIGHTS, CAMERA, READ!

Publicity and Promotion

Here are some guidelines and suggestions:

- Use the library newsletter, along with plenty of flyers and handouts, to generate knowledge and interest in the ARP among your patrons.
- Press Releases (see below) to local papers or radio stations are a great way to get the word out about your overall program and its individual events.
- Don't forget to acknowledge sponsors and contributors in your promotional materials. This makes it worthwhile for them, and they will be more likely to stay involved next year!
- Ask these sponsors to distribute their own press releases about their participation in your ARP, and make sure both organizations exchange copies so you have the same information.
- Also, don't forget to thank your sponsors at the end of the program with a letter and perhaps a special incentive item.
- This year we have cut-and-paste options for the artwork. If you are technically adept with graphics programs, (you may use the electronic artwork posted at **www.kread.com/arp03/.)**

Press Release Guidelines:

- Contact the media outlet to find out the best person to receive the release, and follow up with a phone call to make sure they got it.
- The first sentence should concisely state the main message about your program or event. All paragraphs should be between one and three sentences long, and the release should be only one to two pages long.
- The last paragraph should include your contact information, as well as the mission or goals, in brief, of your organization.
- The releasee should ultimately convey the "who/what/where/when/why" of your program or event.
- The library contact and phone number should be in bold at the top of each page, along with the release date: "For release the week of _____" or "For immediate release."
- Print your release on your letterhead, as long as it is on 8 1/2 x 11" light paper.
- Avoid jargon, acronyms, and initials. Type on one side, double-spaced, with wide margins. Type "more" at the end of a first page, and "###" at the end of the release.

develop your mind...

at the library!

LIGHTS CAMERA READ!

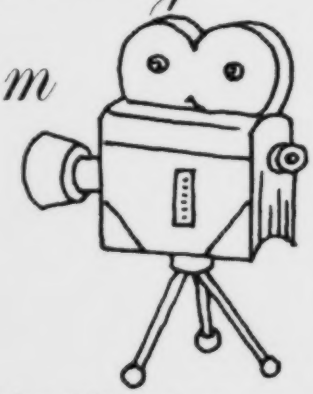
LOOKING FOR THRILLS
CHILLS AND EXCITMENT
THIS SUMMER?

AT THE LIBRARY

Kids of all ages can read, earn points, and have fun at the library

NOW SHOWING

the Arizona Reading Program



call your public library for more information

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Registration

Here are some guidelines and suggestions:

- Use the forms provided here, for either group or individual registration OR
- Use your own registration forms, maybe even a "guest book."
- Sign kids up at a single kick-off event (with late registration available) OR
- Have individual forms at the circulation desk for sign-up anytime.
- Start kids off at registration with an ARP reading log and bookbag.
- Provide a handout to each child and their parents that explains your ARP, and how your incentives and special events will work.
- Save registration information to develop a mailing list for your ARP or other events.
- Try onling registration for computer-savvy kids.
- Use a Polaroid camera to add their pictures to registration forms if you want a boost in putting names to faces.

Reading Logs

Here are some guidelines and suggestions:

- **ARP-provided logs are adaptable**; spaces can represent time, pages, or titles read, or even visits to the library.
- Explain your incentive system on a handout, and give it to kids and their parents when they register.
- The ARP logs can be extended by including the border squares in your incentive system.
- Prize points along the way can earn incentives, drawing entries, special acknowledgements, etc (see "Incentives").
- Keep it simple, and let everyone be a winner!

Name: _____

Address: _____

Phone: _____

Age: _____

School: _____

Grade in September: _____

Library Use Only

Date Registered: _____

Date Completed: _____

Prizes Awarded: _____

Use these forms for individual registration

Name: _____

Address: _____

Phone: _____

Age: _____

School: _____

Grade in September: _____

Library Use Only

Date Registered: _____

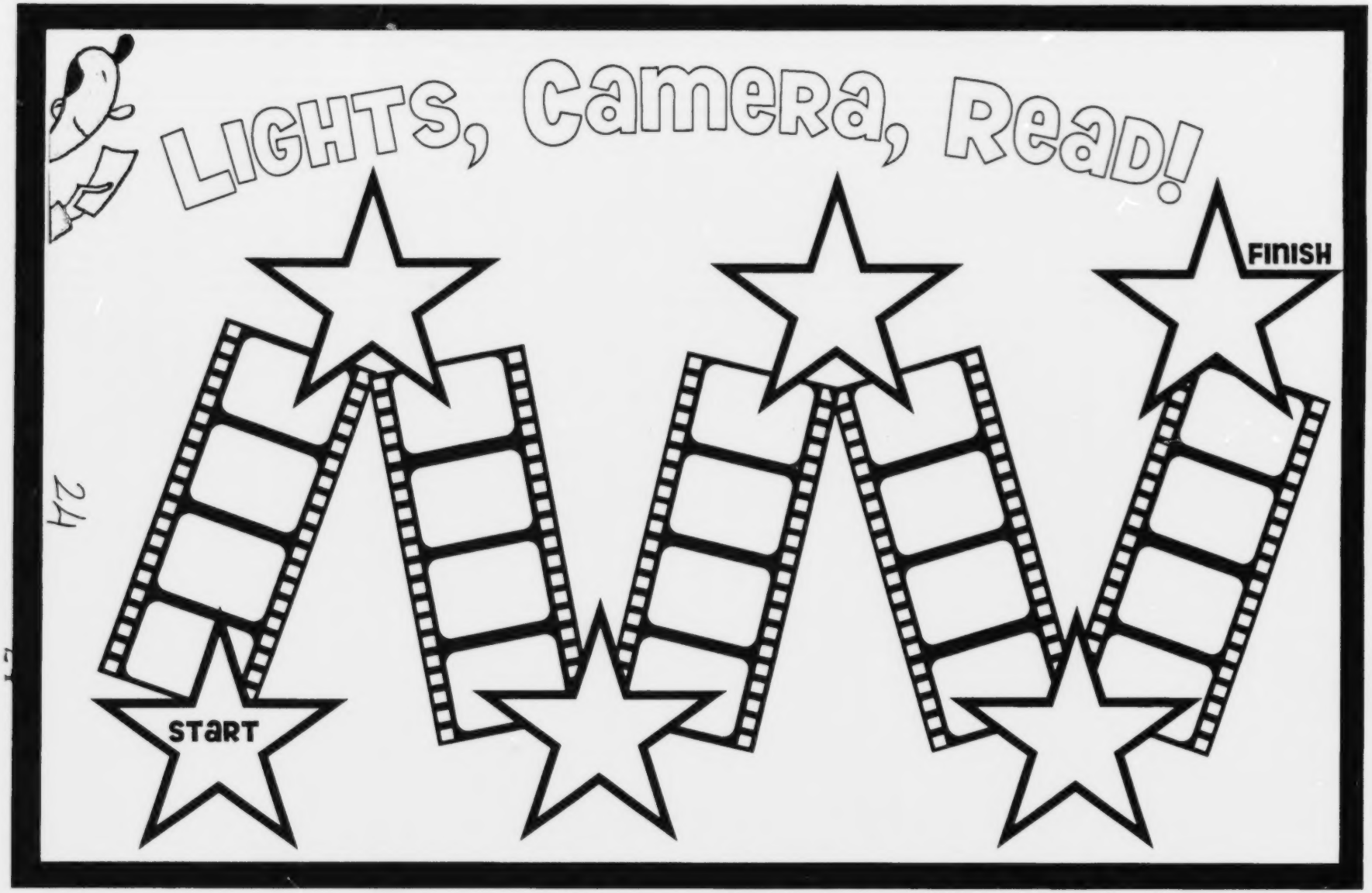
Date Completed: _____

Prizes Awarded: _____

On this and the following templates, you may choose to enlarge, reduce or reposition the original on your page. Consider using colorful paper or adding stickers to make it look more fun.

NAME	ADDRESS	PHONE #	SCHOOL GRADE NEXT FALL

Use this form for group registration


LIGHTS, Camera, Read!
START
FINISH

Reading Log

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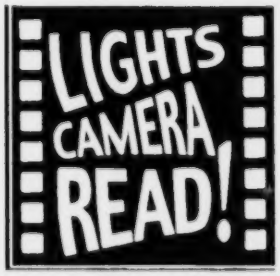
Awards and Incentives

First decide if you will base incentives on time, pages, or titles read, or on participation, such as visits to the library or attendance at events. Remember to provide incentives, or buildups to incentives, throughout the program in order to maintain interest. Here are some suggestions:

- ARP free and priced items: posters, certificates, pens, pencils, key chains, etc.
- Look for low-cost priced incentives from other companies. ALA Graphics' Celebrity "READ" Posters would make great special prizes this year.
- Award ARP-provided incentive coupons, or go to www.azhistorytraveler.org to check out the museums and educational institutions in your area that might be willing to contribute to your ARP.
- Check with local businesses and non-profit organizations to see if they are willing to contribute to your ARP, especially movie theaters, video stores, or music stores. Donations could include movie tickets, stand-up movie displays, refreshment coupong, previously-viewed videos, or soundtrack CDs.
- Award ARP "Book Bucks" that can be redeemed for incentives at special events or at the end of the program.
- Gather entries into a drawing for bigger incentive items, and conduct the drawing at your culminating event.
- Schedule special time with a librarian, firefighter, or other community leader as an incentive.
- Provide recognition or acknowledgement as an incentive, on a display at the library or through an "Oscar" ceremony at your culminating event.
- See if your local paper would be willing to print the names of participants or special achievers at the end of the program.
- Have a culminating event that parents can attend, so kids can show off the library they helped decorate, or show of their names on the recognition board. Distribute individual and family certificates, have drawings for prizes, and recognize all participants – make everyone a winner!

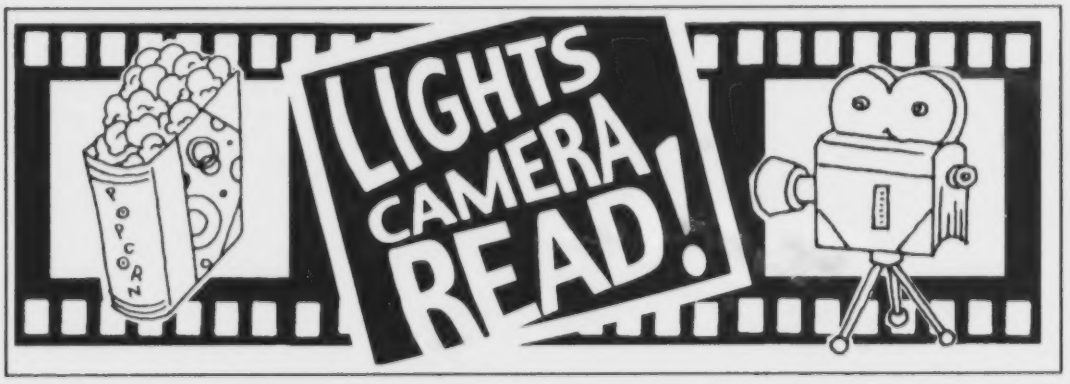


USE INEXPENSIVE PRIZES LIKE PENCILS, BUTTONS, OR BOOKMARKS AS AN INCENTIVE TO SIGN UP FOR THE PROGRAM.

SILVER GEL PENS MAKE A GREAT SIGN-UP OR HALF-WAY-THERE PRIZE.

T-SHIRTS ARE GOOD FOR STAFF AND VOLUNTEER GIFTS, BUT THEY ALSO MAKE A GREAT FINISH PRIZE.

FILL A *LIGHTS, CAMERA, READ!* TOTE BAG WITH OTHER FUN PRIZES AND HAVE A DRAWING OR RAFFLE FROM ALL COMPLETED READING LOGS.

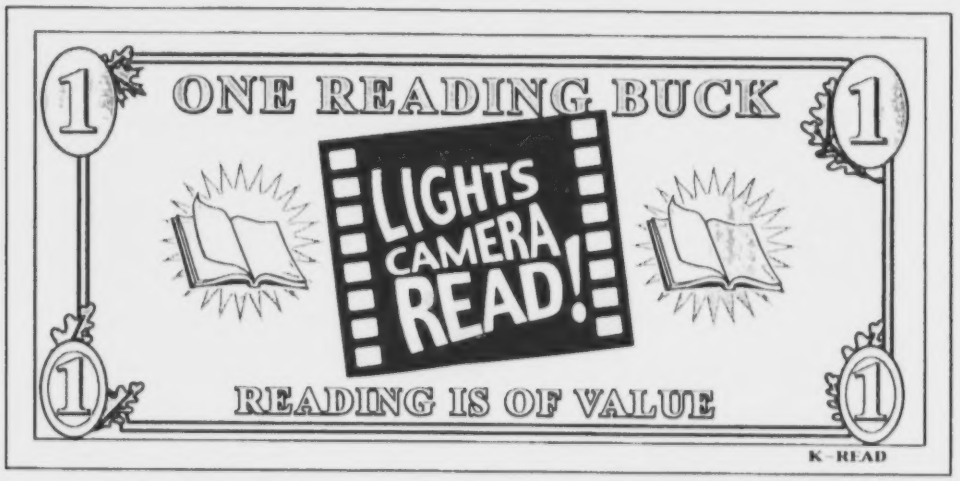


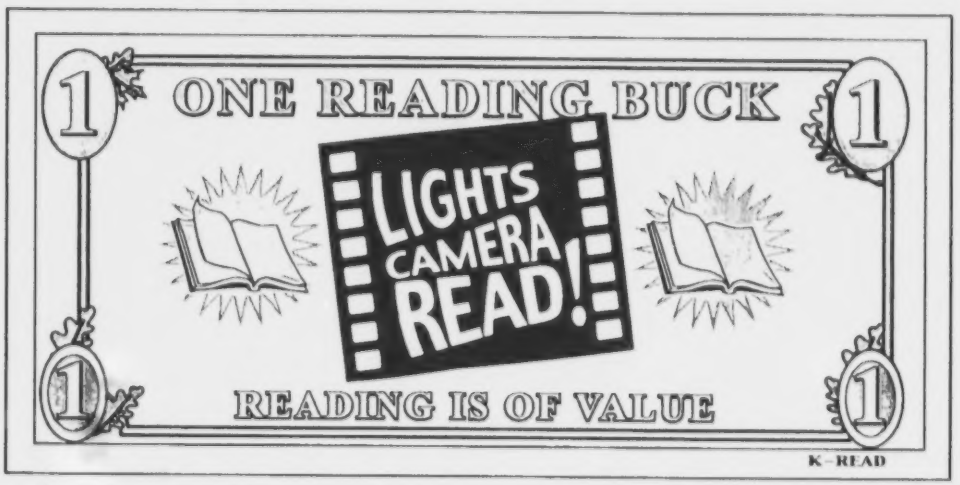
THIS YEAR, EACH PARTICIPATING ARIZONA LIBRARY CAN REQUEST A 6 X 2' BANNER TO HANG INSIDE OR OUTSIDE TO PROMOTE THE ARIZONA READING PROGRAM.

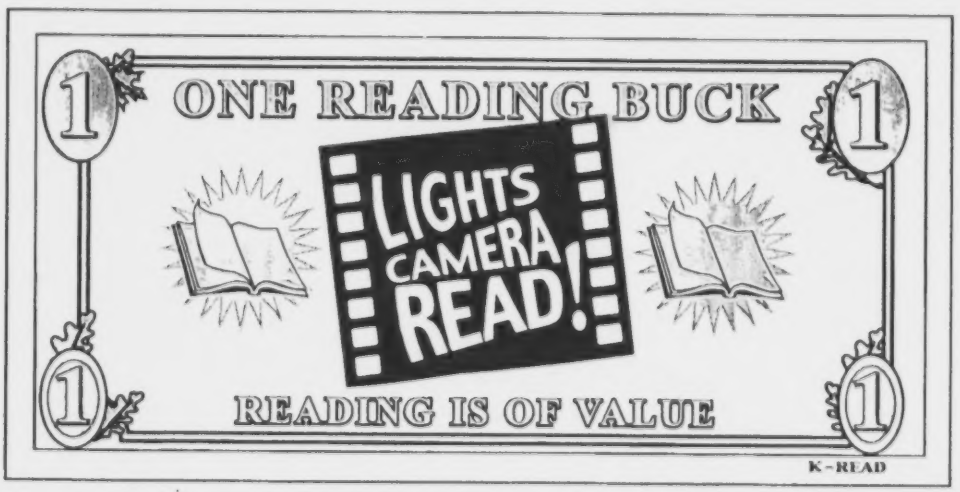
EVERYONE LOVES A TROPHY LIKE THIS CUSHY STRESS TOY!

BEST COPY AVAILABLE

YOU MAY WANT TO PHOTOCOPY THESE ON GREEN PAPER
AND CUT THEM OUT BEFORE DISTRIBUTING.







Incentive Companies

This list is not an endorsement or a complete list of all potential incentive companies. If you find any incorrect information or would like to make changes, please e-mail Arizona Reads Coordinator Ann-Mary Johnson at amjohnson@azhumanities.org.

ABC School Supply, Inc.
(800)669-4222
www.abcsupply.com
Hand puppets, craft supplies, prizes, flannel boards, games, records, etc.

ALA Graphics
(800)545-2433
www.alastore.ala.org
General posters, calendars, decorations for librarians.

Accent Annex
(800)322-2368
www.accentannex.com
Novelties and trinkets, including masks and hats.

Action Products International, Inc.
(800)772-2846
www.apii.com
Educational toys, model kits, science toys, animal figures.

Argus Posters for Education
(800)328-5540
www.trendenterprises.com
Colorful posters and award certificates which can be purchased in volume batches for prizes, plus stickers and nametags.

Arizona Renaissance Festival
(520)463-2700
www.royalfaires.com
Medieval festival runs for six weeks yearly, starting in February. They have flyers, study guides and posters.

Carson-Dellosa
(800)321-0943
www.carsondellosa.com
Instruction materials, bulletin boards, charts, clip art, books, rubber stamps and blocks.

Child Graphics Press
(800)543-4880
www.childgraphics.com
Primarily posters and novel unit teacher's guides, which contain bulletin board ideas and activities.

Children's Book Council
(800)999-2160
www.cbcbooks.org
Colorful posters and certificates for summer reading programs.

DEMCO, Inc.
(800)356-1200
www.demco.com
Books, puppets, book bags, bookmarks, posters, display racks and library furniture.

Devonshire Renaissance Faire
(602)256-3130
www.faire.com
Coordinates activities and performances for annual Devonshire Renaissance Faire at Los Olivos Park, Phoenix, AZ, in November. Contact for information.

Gryphon House, Inc.: Early Childhood Teacher Books
(800)638-0928
www.gryphonhouse.com
Publishes activity books, including finger plays, crafts, art, science, math, celebrations, holidays; also has free activities.

J.L. Hammett Co.
(800)333-4600
Find stores in Arizona at www.hammett.com
Teacher resources, classroom supplies, art and craft materials, furniture and equipment.

Kidstamps
(800)727-5437
www.kidstamps.com
Assorted rubber stamps.

K-READ
1-866-ReadFun or (512)477-3696
www.kread.com
Posters, bookmarks, stickers, buttons, magnets, and other stock and custom items to promote reading. Official Arizona Reading Program products.

Kimbo Educational
(800)631-2187
www.kimboed.com
Cassettes, records, filmstrips, videos and read-alongs useful for storytime activities.

Kipp Brothers, Inc.
(800)428-1153
www.kippbro.com
Toys, novelties, gifts, carnival and party items.

Lakeshore Learning Materials
(800)421-5354
www.lakeshorelearning.com
Arts and crafts supplies, games, puzzles, musical instruments, block and toys.

Listening Library: Literature Based Media for Children and Adults
(800)243-4504
www.listeninglibrary.com
Characters, puppets, and dolls to go with favorite children's books: Curious George, Pippi Longstocking, Madeline, Winnie the Pooh, Clifford, etc.

Music for Little People
(800)346-4445
www.mflp.com
Audio and video cassettes, musical instruments, some costumes and activity kits.

Oriental Trading Company, Inc.
(800)875-8480
www.orientaltrading.com
Chinese imports, inexpensive trinkets and prizes.

Really Good Stuff - A division of Filmic Archives
Customer service: (203)261-1920, Orders: (800)366-1920
www.reallygoodstuff.com
Posters, bookmarks, stickers, buttons, trophies, and other learning materials for librarians and teachers.

Rivershore Reading Store
(309)788-7117
www.libraryfun.com
Buttons and stickers to promote reading.

S&S Educational Products, S&S Arts and Crafts
(800)243-9232
www.ssww.com
Craft kits and supplies geared toward youth groups and crafts groups.

Shapes ETC.
(800)888-6580
www.shapesetc.com
Die-cut shapes (bears, hearts, etc.) and stencils, rubber stamps, and bookmarks. Most of the paper shapes are 3x3" or 5x7".

Sherman Specialty Company, Inc.
(800)645-6513
www.partybysherman.com, or www.shermanspecialty.com
Various trinkets, small toys, prizes, stickers and treasure chests.

Smilemakers, Inc.
(800)825-8085
www.smilemakers.com
Stickers, toys, pencils, zipper pulls, etc.

T.S. Dension and Co., Inc.
(800)417-3261
www.mhteachers.com
Discovery themes information cards, which contain reading and art activities on various topics.

U.S. Toy Co., Inc.
(800)832-0224
www.ustoy.com
Inexpensive novelties and toys to use as incentives.

Upstart
(800)448-4887
www.highsmith.com
Reading and library promotional items: posters, decorations, bookmarks, bags, prizes for libraries.

Wonderstorms
(800)321-1147
www.worldalmanaceducation.com
Posters, bookmarks, mobiles and displays to promote reading with an assortment of themes.

INCENTIVE COUPONS

Some of the coupons may be copied for unlimited distribution, while others are simply the number of coupons available to each library with a manual.

In addition, go to www.azhistorytraveler.org for museums and attractions in your area that might be interested in contributing to your ARP.

1. Arizona Book Festival
   (602)257-0335
   www.azbookfestival.org
   Copy as needed.

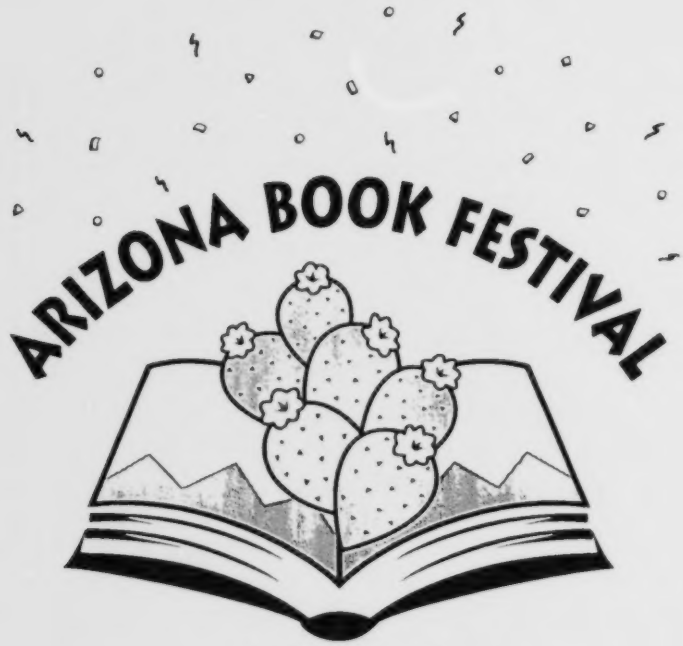
2. Arizona Renaissance Festival
   (520) 463-2600
   www.renaissance-faire.com/Renfaires/Arizona-Renaissance-Festival
   May use only four coupons.

3. Arizona-Sonora Desert Museum
   (520)883-1380
   www.desertmuseum.org
   Copy as needed.

4. Arizona State Parks
   For specific parks, please contact them directly.
   (602) 542-4174 or 1-800-285-3703
   www.pr.state.az.us
   Copy as needed.

5. Old Tucson Studios
   (520)883-0100
   www.oldtucson.com
   Copy as needed.

6. The Phoenix Zoo
   (602) 273-1341
   www.phoenixzoo.org
   May use only four coupons.



Sponsored by the
Arizona Humanities Council
Maricopa County Library District
& Arizona State Library

THE ARIZONA BOOK FESTIVAL SUPPORTS THE ARIZONA READING PROGRAM!

COUPON

Bring this coupon to the AHC Information Booth at the 2003 or 2004 Arizona Book Festival, and receive a

FREE VISOR AND FREE POSTERS.

Go to www.azbookfestival.org to find out details about either book festival.

COUPON

2003 ARIZONA BOOK FESTIVAL

Saturday, April 5, 2003
Arizona Hall of Fame Museum • 1101 West Washington Street
Phoenix, AZ 85007

THE ARIZONA
RENAISSANCE FESTIVAL
& ARTISAN MARKETPLACE

HUZZAH!
The King
Salutes Your
Participation
In The Arizona
Reads Program!

ARIZONA READS REWARD! 1 CHILD 5-12 FREE

Receive One Free Child's Ticket with One Full Price Adult Ticket - $7.00 VALUE - Under 5 Always FREE

This coupon is valid at 2004 Festival Main Gate ticket booth only.
NOT VALID in conjunction with a Fry's discount ticket or any other discount offer.
Available while supplies last. Not for resale. Limit one coupon per person per ticket.

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CONGRATULATIONS
ARIZONA READS REWARD!

ARIZONA-SONORA DESERT MUSEUM

1 Free child's admission
exp. date 12/31/03

300 animal species!
1200 kinds of plants
www.desertmuseum.org

Present this coupon at Phoebe's Coffee Bar and receive a complimentary ice cream cone!

2021 N. Kinney Rd. · Tucson, AZ 85719 · (520) 883-1380

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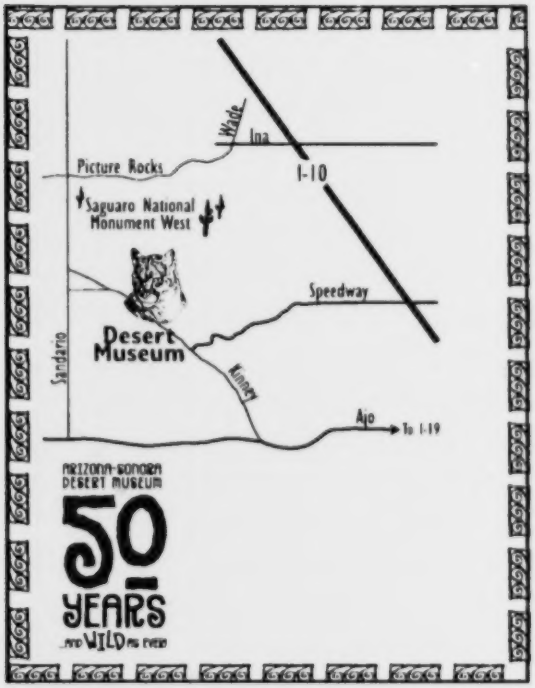
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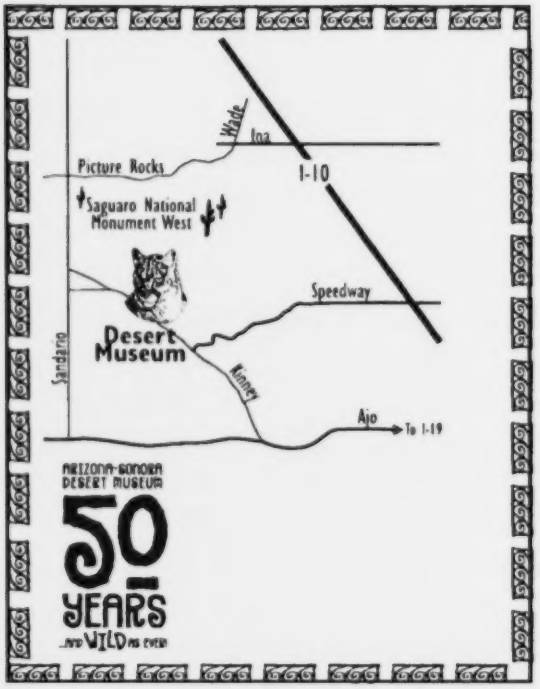
...AND WILD AS EVER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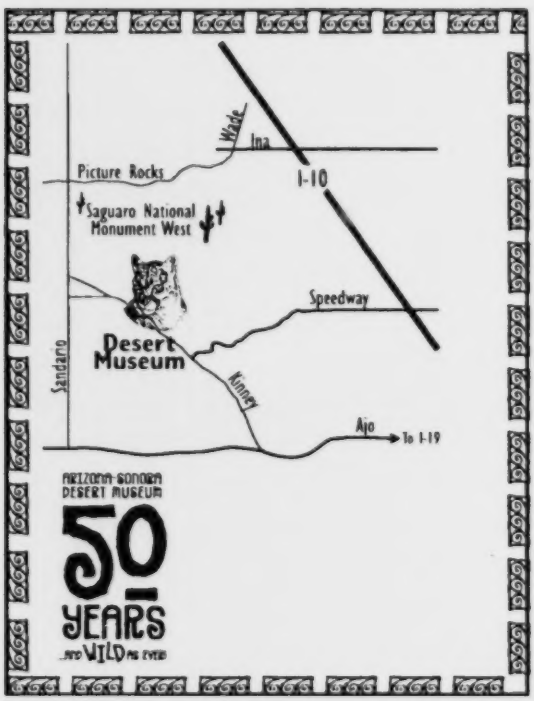
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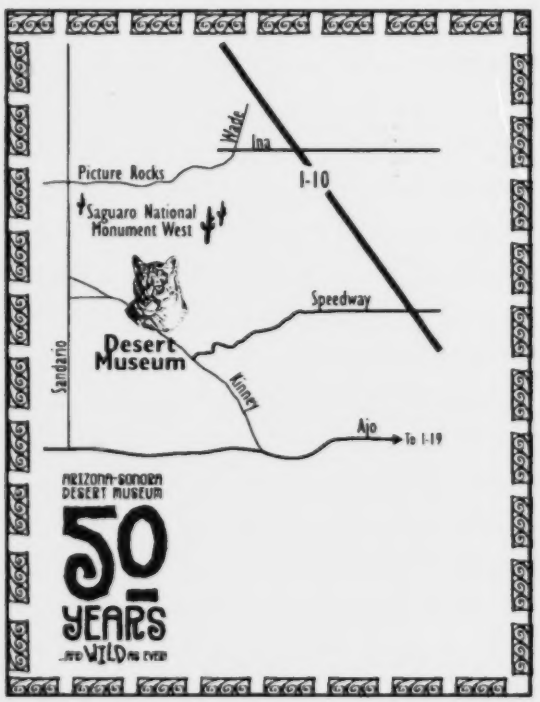
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...AND WILD AS EVER

2003

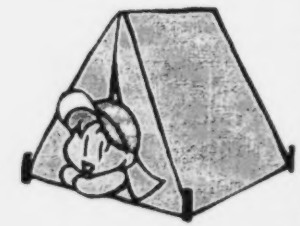
Visit your

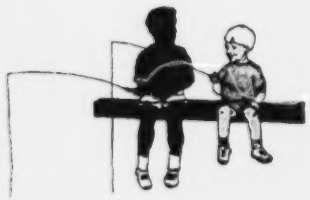
ARIZONA STATE PARKS

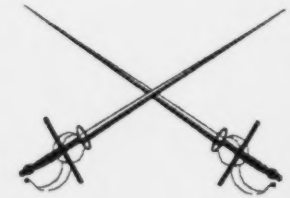
2003

Just complete your library's "Arizona Reading Program", then come visit one of the parks listed below for *50% off the full day-use admission!

FORT VERDE STATE HISTORIC PARK
HOMOLOVI RUINS STATE PARK
JEROME STATE HISTORIC PARK
LYMAN LAKE STATE PARK
MCFARLAND STATE HISTORIC PARK
ORACLE STATE PARK
RIORDAN MANSION STATE HISTORIC PARK
TOMBSTONE COURTHOUSE STATE HISTORIC PARK
TONTO NATURAL BRIDGE STATE PARK
TUBAC PRESIDIO STATE HISTORIC PARK
YUMA CROSSING STATE HISTORIC PARK
YUMA TERRITORIAL PRISON STATE HISTORIC PARK







LIBRARY STAMP

PARK STAMP

*Please present coupon to park staff at time of visit.*50% off day-use for up to 4 adults in the same vehicle, or 2 for 1 (per person fee), good for one time use only. Must be 18 or under to be eligible. For safety's sake, children must always be accompanied by an adult. Coupon valid only at the parks listed above. Not valid without library stamp. Additional fees may apply for special events/programs. Coupon good through December 31, 2003.*

FOR A FREE MAP & CALENDAR OF EVENTS, CALL 602.542.1993
WWW.PR.STATE.AZ.US

ARIZONA STATE PARKS
1300 W. WASHINGTON
PHOENIX, AZ 85007

Arizona State Parks

OLD TUCSON Studios

Lights, Camera, Read!

Great Job Cowpokes, for participating in Arizona Reads!

1 Child Admission (Ages 4-11) Free

With 1 Full Paying Adult, Limit 3 Free Children's Coupons per 1 Full Paying Adult.

Offer good for 1 regular daytime child admission. Not valid for with any other offers, or for Nightfall or Winter West Fest. Offer expires December 31st, 2002.

OLD TUCSON Studios

Lights, Camera, Read!

Great Job Cowpokes, for participating in Arizona Reads!

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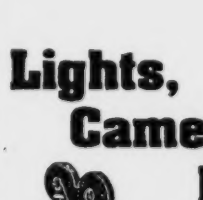

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Offer good for 1 regular daytime child admission. Not valid for with any other offers, or for Nightfall or Winter West Fest. Offer expires December 31st, 2002.

PHOENIX ZOO

Bring this coupon to the Phoenix Zoo for $1.00 off any regular admission price.

The Phoenix Zoo
455 N. Galvin Parkway
Phoenix, AZ 85008
(602) 273-1341

Offer expires October 31, 2003
Not valid for Boo! at the Zoo or ZooLights.
Daytime only.

SPECIFIC GROUPS

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GENERAL GUIDELINES FOR SERVING YOUNG ADULTS

Your young adult patrons have special interests and needs. If they become regular library users by the age of eighteen, they are very likely to become adult patrons, and bring their own children to the library in the future.

Here are some guidelines and suggestions for serving them:

- Develop a survey to discover what your teens like to read, what programs they would attend, and what times work best for them.
- Create a special place for them, whether it be an entire room, part of a room, or a table and a shelf.
- Create a special collection for them as well, including popular teen genres, graphic novels, and magazines.
- Become familiar with what they like to read and make suggestions that validate their tastes, as well as move them along to more challenging selections.
- Capture their interest in new titles with booktalks (see "Booktalking Teens").
- Work with their teachers and intersect ARP reading with required school reading.
- A teen volunteer program can be a wonderful self-esteem builder! (See "Young Adult Volunteer Programs.") They can help with day-to-day library activities and tasks, as well as theme-based programming.
- Many of the craft and program ideas can be adapted for teens, or they can assist you in coordinating crafts, skits, and storytelling for younger kids.
- Check out ALA's young adult web site at www.ala.org/yalsa for ideas, and call 888/486-9297 to subscribe to VOYA (Voices of Youth Advocates).
- Most importantly, treat young adults with respect, and celebrate what they do well!

Teens appreciate non-traditional or adult-style programs such as:

- Book or book/movie-comparison discussions (see "Page-to-Stage Bibliography").
- Friday night Movie Nights, complete with popcorn and soda (see "Page-to-Stage Bibliography").
- Mystery Nights (see www.planolibrary.org/children/platmn.htm for great ideas).
- Game Nights, Dance Nights, and Karaoke Nights (especially near the Grammy's).
- Favorite or original poetry readings/slams, especially in April (National Poetry Month), and creative writing competitions.
- Battle of the Bands and Open-Mike Nights.
- Help design and update the library web site.
- Design and paint a mural in the library or teen section.
- Beading, henna, or hairstyling workshops.
- Skateboard, Hacky Sac, or yo-yo demonstrations.
- SAT and college application workshops, CPR demonstrations, and babysitting classes.

General Titles for Serving Young Adults

Bare Bones Young Adult Services: Tips for Public Library Generalists by Renee Vaillancourt. American Library Association, 2000.
This outstanding resource explains why libraries should provide services for young adults and describes the steps that need to be taken to plan and implement quality young adult services.

Best Books for Young Adults by Betty B. Carter. American Library Association, 2000.
This resource was named one of the Best Reference Titles 2000. Betty Carter and the Young Adult Library Services Association have completely revised this excellent guide to young adult literature. These annotated bibliographies are arranged by theme, author, and year of selection.

Books for the Teen Age, New York Public Library. An annual list you can purchase for about ten dollars that contains over a thousand titles arranged by subject. All titles reviewed by YA librarians.

Connecting Young Adults and Libraries: A How-To-Do-It Manual by Patrick Jones. Neal-Schuman Publishers, 1998.
This essential resource for all librarians describes young adults and libraries in terms of demographics and trends, what services are needed, why these service goals should be implemented, and specific instructions on how to provide excellent young adult library services.

Do It Right! Best Practices for Serving Young Adults in School and Public Libraries by Patrick Jones and Joel Shoemaker. Neal-Schuman Publishers, 2001.
The authors offer specific strategies for providing excellent customer service to young adults in both public and school library settings.

Managing Young Adult Services: A Self-Help Manual by Renee Vaillancourt. Neal-Schuman Publishers, 2002.
Renee Vaillancourt, feature editor of Public Libraries magazine, applies business management principles to all aspects of managing young adult services.

New Directions for Library Service to Young Adults by Patrick Jones and the Young Adult Library Services Association, 2002.
This manual for offering holistic young adult library services presents twelve goals and ten core values of YA service with eighteen real-life success stories.

Radical Reads: 101 Young Adult Novels on the Edge by Joni Richards Brodart. Scarecrow Press, 2002.
Each entry in this essential reference work contains a booktalk, character list, awards won and book reviews. The author also includes very useful information on the risks and strengths of each title.

Reading Programs for Young Adults: Complete Plans for 50 Theme-Related Units for Public, Middle School and High School Libraries by Martha Seif Simpson. McFarland & Company, 1997.
Thematic units designed to appeal to teens include publicity and display ideas, program games and forms, activity sheet ideas, and lists of suggested resources.

Sizzling Summer Reading Programs for Young Adults by Katherin Kan, editor. American Library Association, 1998.
Kan presents many interesting and innovative ways to lure teens into the library during the summer.

*Teen Library Events: A Month-by-Month Guide*by Kirsten Edwards, Greenwood Press, 2001.

What Teens Need to Succeed: Proven, Practical Ways to Shape your own Future, Benson, Galbraith, and Espeland; Free Spirit, 1998. For teens.

Young Adult Program Idea Booklet, YA Task Force; Wisconsin Library Association, 1991: a book full of ideas of how to incorporate teens into programs.

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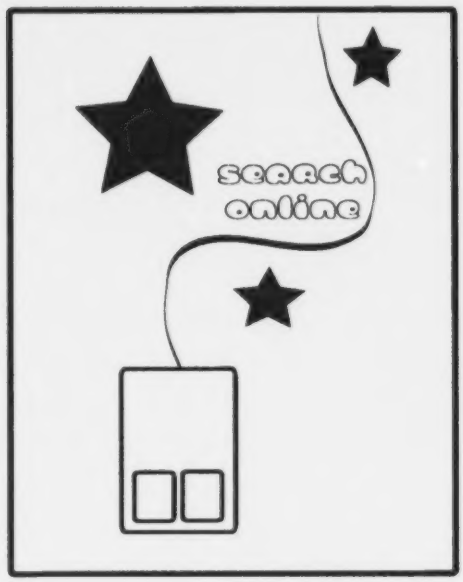
General Web Sites for Serving Teens



http://yahelp.suffolk.lib.ny.us
Links to YA journalists, organizations, literature, resources, discussion lists, websites, and other YA reading programs.

www.ala.org/teenread/resources_main.html#goodreads
Links to teen reading data, teen Web sites, and teen publications.

www.rrpl.org/ya_sites.stm
Links of interest to teens, including homework help, college prep information, music, sports, entertainment, games, and other fun stuff.

www.ala.org/teenhoopla
Links to book reviews, a teen forum discussion, and various sites including activism, arts, and more.

www.ala.org/yalsa
The Young Adult Library Services Association web site promotes better services for young adults through maintianing websites like *Teen Hoopla: An Internet Guide for Teens* and electronic mailing lists like YALSA-BK and YA-YAAC. It also provides professional resources and great reading lists for teens, as well as ideas for programs like *Teen Read Week*.

www.ala.org/yalsa/booklists/index
Includes young adult booklists from 1996 on Audio Books, Best Books, Outstanding Books for the College Bound, Popular Paperbacks, and Quick Picks.

www.members.aol.com/naughyde/connecting/corecoll
The "core collection" section from *Connecting Young Adults and Libraries*, missing from the second edition. Includes fiction, graphic novels, poetry, and non-fiction.

www.orders.mcl.lib.mi.us/mla/fistful.html
"A Fistful of Ideas: Teen Summer Reading Programs" by the Michigan Library Association

www.scholar.lib.vt.edu/ejournals/ALAN/alan-review.html
The Alan Review features scholarly, full-text articles on young adult literature.

Popular Teen Genres and Authors

Historical Fiction
Avi
Karen Cushman
Peter Dickinson
Karen Hesse
Caroline Meyer
Gary Paulsen
Ann Rinaldi
Katherine Paterson
Robert Westall
Laurence Yep

Horror/Supernatural
Clive Barker
Lois Duncan
Mary Downing Hahn
Stephen King
Dean Koontz
Annette Curtis Klause
Christopher Pike
R.L. Stine
Vivian Vande Velde
Paul Zindle

Humor
Joan Bauer
Meg Cabot
Sid Hite
Patrice Kindl
Ron Koertge
Gordon Korman
Gary Larson
Norma Howe
Daniel Pinkwater
Louise Rennison
Jerry Spinelli
Gary Soto

Multiple Genre
Lia Francesca Block
Judy Blume
Caroline Cooney
M.E. Kerr
Richard Peck
Cynthia Rylant

Mystery
Jay Bennett
Tom Clancy
Mary Higgins Clark
Lois Duncan
Joan Lowery Nixon
Marsha Qualey
Katheryn Reiss
Willo Davis Roberts
Nancy Werlin

Realistic Fiction
Michael Cadnum
Brock Cole
Robert Cormier
Sharon Creech
Rosa Guy
S.E. Hinton
David Klass
Han Nolan
Sonya Sones
Rob Thomas
Cynthia Voigt
Rita Williams-Garcia
Virginia Euwer Wolff

Science Fiction/Fantasy
Douglas Adams
Piers Anthony
T.A. Barron
Orson Scott Card
Tara Harper
Mercedes Lackey
Ursula LeGuin
Anne MacCaffrey
Garth Nix
Tamora Pierce
Terry Pratchett
Philip Pullman
William Sleator
J.R.R. Tolkien

Sports Fiction
Bruce Brooks
Matt Christopher
Chris Crutcher
Carl Deuker
Thomas Dygard
Donald Gallo
Chris Lynch
Robert Lipsyte
Walter Dean Myers
Randy Powell
Rich Wallace

Booktalking Teens

To booktalk teens, get their attention quickly and give them just enough information to get them hooked. Carol Littlejohn's *Talk That Book: Booktalks to Promote Reading* (Linworth Publishing, 1999) offers some great booktalks.

Here are some techniques that you might find useful in developing and giving booktalks:

- Select several books with the same genre, author, or other connection.
- Choose from several hooks: present the talk as a cliffhanger or mystery; read only the first sentence; focus on one scene or character; or relate it to a current event or movie.
- Write up the talk and read over it many times, so you know your material well and can relax more when you present it.
- Make eye contact with your audience and be enthusiastic, but speak at a moderate pace and in your own style.
- State the title and author during the booktalk, and hold the book so everyone can see it.

- Avoid booktalking books you don't like, haven't read, or just think they "should" read. And don't give away the ending!
- Create a book list to hand out to each teen, and make sure you have enough copies of the books for checkout.
- Keep all your booktalks, with dates and locations, for future reference.

Partially adapted from *Book Talk Tips* by Tempe Public Library's Sherry Warren.

Young Adult Volunteer Programs

To build your teen patrons' skills, experience, and self-esteem, design and implement a teen volunteer program using these guidelines and suggestions:

Helpful Documents to Develop

Activities List: Brainstorm possible activities for your teen volunteers, and use the list as a guide for both you and them. It could include general library duties as well as ARP tasks such as decorating, registering participants, preparing materials for craft programs, and helping with younger children's programs.

Application: Develop an application that compiles their contact and emergency contact information, references, experience, interests, special skills, and availability. Include a cover sheet that describes possible activities and expected accomplishments.

Orientation: Develop an orientation flyer or packet, one that outlines your policies on volunteer attendance, dress, and conduct. Include library hours and supervisor contact information, and be sure to welcome and thank them!

Parent Letter: Develop a letter to send home that explains volunteer orientation, activities, and expected accomplishments, along with library dress and food information, and who to contact with questions. Be sure to thank the parents for their support, too!

School Letter: Develop a letter to send to their school, reporting their hours of service and providing your contact number for more information.

Evaluation: Develop an (anonymous) evaluation form so you can get feedback from your teens about their volunteer experience.

Thank You: Develop a thank-you letter to hand out with the evaluation form, one that teens can keep for their future use. It could include their individual accomplishments as well as donated hours.

Tips for a Smooth-Running Teen Volunteer Program

- Solicit teens through flyers, school visits, and word-of-mouth.
- Be prepared. Have all your documents ready before your ARP starts.
- Discuss exactly what you expect, and give individual or group orientations.
- Introduce teens to library staff, and give them a tour of the library.
- Post a schedule, and give teens copies of the schedule.
- Have teens check in with the person in charge.
- Make it clear that they refer all reference questions to librarians.
- Have a separate ARP Volunteer Table, so they have their own space.
- Post the list of "volunteer things-to-do" to remind both teens and librarians.
- Have a "project box" stocked with supplies and directions.
- Model appropriate behavior for giving out incentives.
- Let them take charge of replenishing incentives and letting you know what is low.
- Allow them to read if they don't want to do projects.
- Emphasize that you can give a written recommendation if they do a good job.
- Give lots of praise. Be positive and reinforcing, as well as open to their ideas.
- Above all, make the teens feel useful, welcome, and appreciated!

GENERAL GUIDELINES FOR SERVING MULTICULTURAL YOUTH

Communities who do not visit the library on a regular basis due to language or cultural differences should also be included. You will have to work harder to reach out and promote appropriate programming, but the results will be rewarding.

Be sure to include reading titles which represent a multitude of perspectives and ethnicities. Consider using a native language for some promotions and outreach materials.

General Web Sites for Serving Multicultural Youth

- www.isomedia.com/homes/jmele/homepage.html
  The Multicultural Book Review Homepage is a comprehensive site offering extensive book reviews, organized by cultural and linguistic groups, as well as multicultural links on the web.

- www.soemadison.wisc.edu/ccbc/
  The Cooperative Children's Book Center provides a list of annotated bibliographies, multicultural books and publishers, and links to annual awards & distinctions.

- www.scils.rutgers.edu/%7Ekvander/
  Kay E. Vandergrift's Special Interest Page includes resources and bibliographies on children's literature, including articles on gender and multicultural concerns.

Latinos

Latino children constitute the fastest growing population of children in the United States. It's important to set up resources in your library that cater to them. Children who feel comfortable at their local library are more likely to return as adults. Also, a positive library experience can open the world of books, ideas, and options to recent immigrants.

Be respectful of language and spelling. When translating from English to Spanish, words often change meaning. Here are some slogans you can use in your reading programs:

- Lights, Camera, Read! = Luces, Camara, Lee!
- I have a story in my heart = Tengo un cuento en mi corazón.
- My story can fly = Mi cuento me hace volar
- Open a book and it's on with the show = Abre un libro y que comience el espectáculo
- Come hear my story = Ven a escuchar mi cuento.

Some words you might want to translate for this theme include:

- movie = película
- book = libro
- theater = cínema or teatro
- star or movie star = estrella
- actor, actress = actór, actríz

Diacritical marks can appear in Spanish as á, é, í, ó, ú, ñ, ü. They are as important as a letter in the word. If you leave out these marks, it can change the meaning of the word!

On Macintosh computers, press "Option" + the appropriate letter (E for accents, U for umlauts, and N for tildes., and then type the letter you wish to mark.) On IBM computers, press "Alt" + the number that makes the appropriate mark.

General Titles for Serving Latinos

Library Services to Latinos: An Anthology by Salvador Guerena, McFarland & Company Inc.

Library Service To Spanish Speaking Patrons: A Practical Guide by Sharon Chickering Moller, Libraries Unlimited Inc.

Library Services To Youth of Hispanic Heritage by Barbara Froling Immroth, McFarland & Company Inc.
This series of essays by librarians and national leaders advocates offering quality library services to Hispanic youth, with specific suggestions for planning, creating and evaluating programs and collections.

Programming with Latino Children's Materials: A How-To-Do-It Manual for Librarians by Tim Wadham, Neal-Schuman Publishers

From Page to Stage Bibliography Titles Available in Spanish

(List provided by the Booksource.)

This is a cross-listing from the annotated bibliography located in the "Resources" chapter.

Preschool

The Adventures of Pinocchio by Carlo Collodi
Arthur series by Marc Brown
Chato's Kitchen by Gary Soto
Chrysanthemum by Kevin Henkes
Clifford series by Norman Bridwell
Franklin series by Paulette Bourgeois
Goodnight Moon by Margaret Wise Brown
How the Grinch Stole Christmas by Dr. Seuss
The Little Mermaid by Hans Christian Andersen
Madeline series by Ludwig Bemelmens
Magic School Bus series by Joanna Cole
Mama, Do You Love Me? By Barbara Joosse
The Snowy Day by Ezra Jack Keats
Stellaluna by Janell Cannon
Winnie the Pooh by A. A. Milne

School Age

Alice in Wonderland by Lewis Carroll
Anne of Green Gables by L.M. Montgomery
Black Beauty by Anna Sewell
Bridge to Terabithia by Katherine Paterson
Charlie and the Chocolate Factory by Ronald Dahl
(video is *Willie Wonka and the Chocolate Factory*)
Harry Potter and the Sorcerer's Stone by J. K. Rowling
How Much Is a Million? by Stephen Kellogg
The Indian in the Cupboard by Lynne Reid Banks
Island of the Blue Dolphins by Scott O'Dell
Jumanji by Chris Van Allsburg
The Jungle Book by Rudyard Kipling
A Kiss for Little Bear by Else Minarik
Lassie-Come-Home by Eric Knight
Little House on the Prairie by Laura Ingalls Wilder
Mrs. Frisby and the Rats of NIMH by Robert O'Brien (Video Title: The Secret of NIMH)
Misty of Chincoteague by Marguerite Henry
My Side of the Mountain by George Jean Craighead

Peter Pan by J.M Barrie
Phantom Toll Booth by Norton Juster
Pippi Longstocking by Astrid Lindgren
Roll of Thunder, Hear My Cry by Mildred Taylor
Sarah, Plain and Tall by Patricia MacLachlan
The Secret Garden by Frances Hodgson Burnett
Shiloh by Phyllis Reynolds Naylor
Sounder by William Armstrong
Stone Fox by John Reynolds Gardiner
The Story of Doctor Dolittle by Hugh Lofting
Summer of the Swans by Betsy Byars
Tuck Everlasting by Natalie Babbitt
The Trumpet of the Swan by E. B. White
The Wind in the Willows by Kenneth Grahame

Young Adult

Adventures of Huckleberry Finn by Mark Twain
Anne Frank: Diary of a Young Girl by Anne Frank
Call of the Wild by Jack London
Emma by Jane Austen
The Fellowship of the Ring by J. R. R. Tolkien
Gulliver's Travels by Jonathan Swift
Heidi by Johanna Spyri
The Hunchback of Notre Dame by Victor Hugo
Jacob Have I Loved by Katherine Paterson
Jane Eyre by Charlotte Bronte
The Last of the Mohicans by James Fenimore Cooper
Little Women by Louisa May Alcott
Moby Dick by Herman Melville
My Side of the Mountain by Jean Craighead George
Oliver Twist by Charles Dickens
The Outsiders by S. E. Hinton
Robinson Crusoe by Daniel Defoe
The Three Musketeers by Alexandre Dumas
Treasure Island by Robert Louis Stevenson
20,000 Leagues Under the Sea by Jules Verne
Wuthering Heights by Emily Bronte

Native Americans

Native Americans have been inaccurately represented in Hollywood for decades. Use this theme to present positive reflections of native culture and tribal life.

Native American children's titles:

- *Indian Shoes* and *Rain is not my Indian Name* by Cynthia Leitich Smith.
- *Indian in the Cupboard* by Lynn Reid Banks. Avon, 1982
- *Legends of the Bluebonnet* by Tomie De Paola
- *Indian Summer* by Barbara Girion. Scholastic, 1990
- *Smoke Signals* by Sherman Alexie, Miramax Books.
- *Eagle Drum* by Robert Crum. Four Winds Press.
- *Powwow* by George Ancona. Harcourt Brace & Co.
- *Morning Girl* by Michael Dorris. Univ. of Oklahoma Press.
- *Dancing Teepees* selected by Virginia Driving Hawk Sneeve. Holiday House.
- *Raven* by Gerald McDermott. Harcourt Brace.
- *Dream Catcher* by Audrey Osopby. Orchard Books.
- *Mama Do You Love Me* by Barbara M. Joosse.
- *King Island Christmas* and *Runaway Mittens* by Jean Rogers.
- *A Coyote Columbus Story* by Thomas King.
- *Spirit of the White Bison* by Beatrice Culleton

Note: This list is limited, try to focus on titles by Native authors or at least screen all work for any stereotypes or generalized viewpoints.

Reach out to parents and adults with a bookgroup. Here are just a few titles from Louise Erdrich to get you started.

The Antelope Wife : A Novel. New York : HarperFlamingo, 1998

The Beet Queen : A Novel. New York : Holt, 1986

Jacklight. New York : Holt, Rinehart, and Winston, 1984

Love Medicine : A Novel. New York : Holt, Rinehart, and Winston, 1984

Tales of Burning Love. New York : HarperCollins Publishers, 1996

Tracks: A Novel. New York : Henry Holt, 1988

General Web sites for Serving Native Americans:

www.gslis.utexas.edu/~ifican
"If I can read, I can do anything." A great web site to support a program managed by Dr. Loriene Roy which encourages Native American children to read for pleasure and promotes library usage in Native American communities.

www.nativeauthors.com
The North American Native Authors Catalog is an index to North American Native authors, their bios, books, and purchase information.

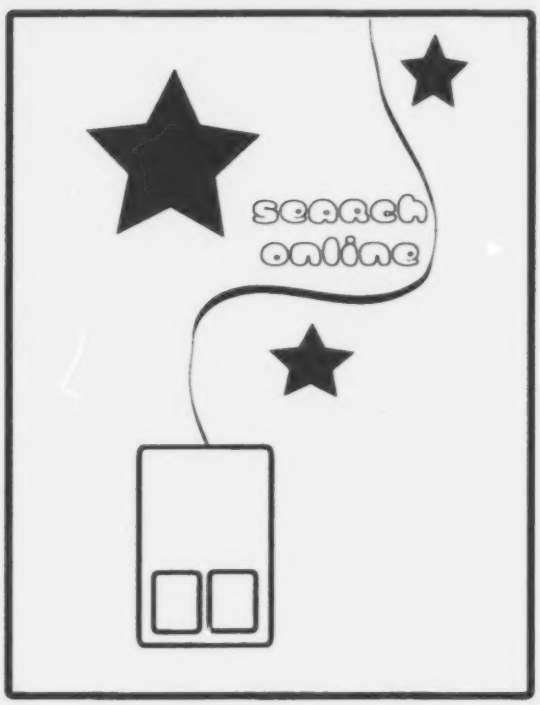
www.kstrom.net/isk/maps/usmapindex.html
A list of tribes by state.

www.nativeculture.com/lisamitten/aila.html
The American Indian Library Association

www.nativeweb.org/community/events
Check out tribal and Native American events around the world

www.cynthialeitichsmith.com
Cynthia Leitich Smith is a native author with a listing of Native American children's titles.

www.u.arizona.edu/~ecubbins/
Good source for finding native recipes.



GENERAL GUIDELINES FOR SERVING YOUNG VISUALLY IMPAIRED AND OTHER SPECIFIC NEEDS PATRONS

Special needs children can enjoy your reading programs with some specific adaptations. Discuss the child's needs with the child and parents, and encourage ALL children in your library programs to use their imaginations.

There are a few simple things you can do to make visually impaired children more comfortable in your library:

- Identify yourself when you greet someone with a visual impairment.
- Let the child know what you are doing and where you are going.
- Ask if the child needs assistance walking around the library and let the child take your arm, allowing you to be the guide.
- Make sure the child knows what is acceptable and unacceptable.
- If the child becomes loud or disruptive, do not be afraid to discipline him/her.
- Do not single the child out or allow inappropriate behavior because you feel badly for him/her.
- Do not avoid words such as see, look, and read.

Visually impaired, blind, or other special needs children can participate in regular library programming, as well as in your ARP. For story hours:

- Select the story carefully so that understanding the text does not depend on the illustrations.
- The storyteller can use senses, emotions, and imagination to encourage the listeners' interest.
- If the child is visually impaired, try to include objects and tactile experiences.
- A helper can sit with the child and help with gestures.
- Parents can participate with their child.

Arizona's Talking Book/Braille Service

Visually impaired or physically handicapped children in your community may want to participate in your Arizona Reading Program along with their peers. The Arizona Braille and Talking Book Library can help include them in your program with talking books, Braille books, and catalogs of titles.

Talking books are complete books recorded on cassettes and circulated throughout the state by the Talking Book Library, in cooperation with the National Library Service for the Blind and Physically Handicapped (NLS) at the Library of Congress.

Registered borrowers receive large print catalogs to select books, and cassette players are loaned as long as library materials are being used. There is no charge for any of the service or materials, and books are mailed postage-free.

Anyone unable to read conventional print, hold a book, or turn pages due to a physical limitation is eligible to participate. Children having a reading disability resulting from an organic dysfunction of sufficient severity to prevent their reading of printed material in a normal manner are also eligible. Eligibility must be certified before equipment will be

loaned. The Library approves applications, and Reader Advisors contact new patrons to begin service. For more information and applications, contact the Arizona State Braille and Talking Book Library at:

Arizona State Library, Archives and Public Records
Braille and Talking Book Library
1030 North 32nd Street
Phoenix, AZ 85008
Local: 602/255-5578
In-state WATS: 800/255-5578
FAX: 602/255-4312

General Resources for Serving Specific Needs Children

Librarian Titles for Serving Special Needs Children

- *Deafness as Culture*. Dolnick, Edward. Atlantic Monthly. (September, 1993. pp. 37-53.)
- *Disabilities, Children, and Libraries: Mainstreaming Services in Public Libraries and School Library Media Centers*. Walling, Linda Lucas and Marilyn H. Karrenbrock. Libraries Unlimited, 1993.
- *Encouraging Literacy in the 1990's*. High/Low Handbook, 3rd ed., R.R. Bowker, 1990.
- *Libraries Serving an Underserved Population: Deaf and Hearing Impaired Patron*, Library Trends (Summer 1992).
- *Library Service to the Deaf and Hearing Impaired*. Dalton, Phyllis I. Oryx Press, 1985.
- *Programming for Serving Children with Special Needs*. Richey, Cynthia K. ALA, 1993.
- *Public Library Services to Visually Disabled Children*. Basu, S.G. McFarland, 1991.

Parent Guides for Special Needs Children

- *Guide to Toys for Children Who Are Blind or Visually-Impaired*, jointly produced at no cost by the American Foundation for the Blind and Toy Manufacturers of America. (American Foundation for the Blind at (800) 232-5463.
- *A Toy Guide for Differently-Abled Kids*, distributed at no cost by The National Parent Network on Disabilities (National Parent Network on Disabilities at (703) 684-6783 (V/TDD)
- *Materials for Blind Patronism*, available free from the National Federation of the Blind Materials Center at (410) 639-9314. This is a set of two 1-7/8 ips two-track cassettes, tone indexed.
- Raising Special Kids - families helping families @ www.raisingspecialkids.org 602/242-4366 voice/TTY; 800/237-3007
- Phoenix Children's Hospital, The Emily Center @ www.phxchildrens.com 602-239-6902; direct 602-239-5975

General web sites about the Visually Impaired

- American Foundation for the Blind, Braille bug @ http://www.afb.org/braillebug/
- National Foundation of the Blind @ http://www.nfb.org/
- National Library Service for the Blind and Physically Handicapped @ http://www.loc.gov/nls/
- National Braille Press @ http://www.nbp.org

Good Books for Special Needs Children

- *I'm Deaf and It's Okay*, Aseltine, Mueller, & Tait. This book shows that deaf children are as capable as hearing children. A picture dictionary of sign language is included to aid simple communication.
- *What Do You Mean I Have Attention Deficit Disorder*, Dwyer. This story is a reminder that ADD is an easy-to-overcome obstacle.
- *Knots on a Counting Rope*, Martin & Archambault. A touching story about a grandfather and his blind grandson, who is courageous and accomplished.
- *Be Good to Eddie Lee*, Fleming. This author does an amazing job showing that children with Down Syndrome are special in so many more ways than their differences.
- *Ian's Walk: A Story About Autism*, Lears. This story is about a sister and how she reacts to her brother's Autism.
- *A Girl Named Helen Keller*, Lundell. This amazing book tells the story of Helen Keller and her teacher Miss Sullivan.
- *Views from Our Shoes* [sound recording]: growing up with a brother or sister - RC 46531. Collection of forty-five essays by the brothers and sisters of children with special needs, including those who have visual or hearing impairments, Cerebral Palsy, developmental delays, ADD, Mental Retardation, Autism, and other syndromes.
- *Just Kids* [sound recording]: visiting a class for children with special needs - RC 47721. When second-grader Cindy calls Ashley retarded, Cindy is assigned to spend thirty minutes each day in the class for children with special needs, where she learns about many handicaps.
- *Commander Coatrack Returns* - RC 31516. This is a story about a girl who learns to cope with the family situation regarding her special-needs brother.

From Page to Stage Talking Book Bibliography

This is a cross-listing from the annotated bibliography located in the "Resources" chapter.

AZB = Print/Braille, Arizona Collection
AZC = Recorded Cassette, Arizona Collection
BR = Braille
DV= Descriptive Video
RC= Recorded Cassette
RD= Recorded Disc

Preschool

The Adventures of Pinocchio by Carlo Collodi - BR7796; RC13373
Arthur series by Marc Brown - 14 titles; BR and RC
Chato's Kitchen by Gary Soto - RC41971
Chrysanthemum by Kevin Henkes - RC37639
Clifford series by Norman Bridwell - AZB16 (Clifford's Furry Friend)
Goodnight Moon by Margaret Wise Brown - AZB23; BR13012; RC24603
How the Grinch Stole Christmas by Dr. Seuss - BR4656; RC12236
The Little Mermaid by Hans Christian Andersen - BR12621; DV65
Madeline series by Ludwig Bemelmens - 8 titles, BR and RC
Mirette on the High Wire by Emily McCully - BR08962; RC36482
Officer Buckle and Gloria by Peggy Rathmann - BR10015
Rikki-Tikki-Tavi by Rudyard Kipling - BR11015; many RC titles
The Snowy Day by Ezra Jack Keats - BR10045; RC43471
Stellaluna by Janell Cannon - RC39478
The Story of Babar by Jean de Brunhoff - BR03385; RC11365
Winnie the Pooh by A. A. Milne - BR2182; many RC titles

School Age

Alice in Wonderland by Lewis Carroll - BR12746; RC50842
Anne of Green Gables by L.M. Montgomery - BR10098; DV00005; RC50475
Babe, the Gallant Pig by Dick-King Smith - BR6725; RC33742
Bambi by Felix Salten - BR5016; RC24596
The Best Christmas Pageant Ever by Barbara Robinson - BR5636; RC38118
Black Beauty by Anna Sewell - BR01425; RC41291
The Black Stallion by Walter Farley - RC44178
The Black Cauldron by Lloyd Alexander - 5 titles, BR and RC
The Borrowers by Mary Norton - BR12991; RC51409
Bridge to Terabithia by Katherine Paterson - BR10864; RC48732
Caddie Woodlawn by Carol Brink - BR07669; RC22917
Charlie and the Chocolate Factory by Ronald Dahl
(video is *Willie Wonka and the Chocolate Factory*) - BR11466; RC33498
Charlotte's Web by E. B. White - BR09405; RC46839
From the Mixed-Up Files of Mrs. Basil E. Frankweiler by E. L. Konigsburg - BR09549; RC22914
The Ghost of Thomas Kempe by Penelope Lively - RC43165
Harriet the Spy by Louise Fitzhugh - BR08276; RC44768
Harry Potter and the Sorcerer's Stone by J. K. Rowling - BR11879; RC47260

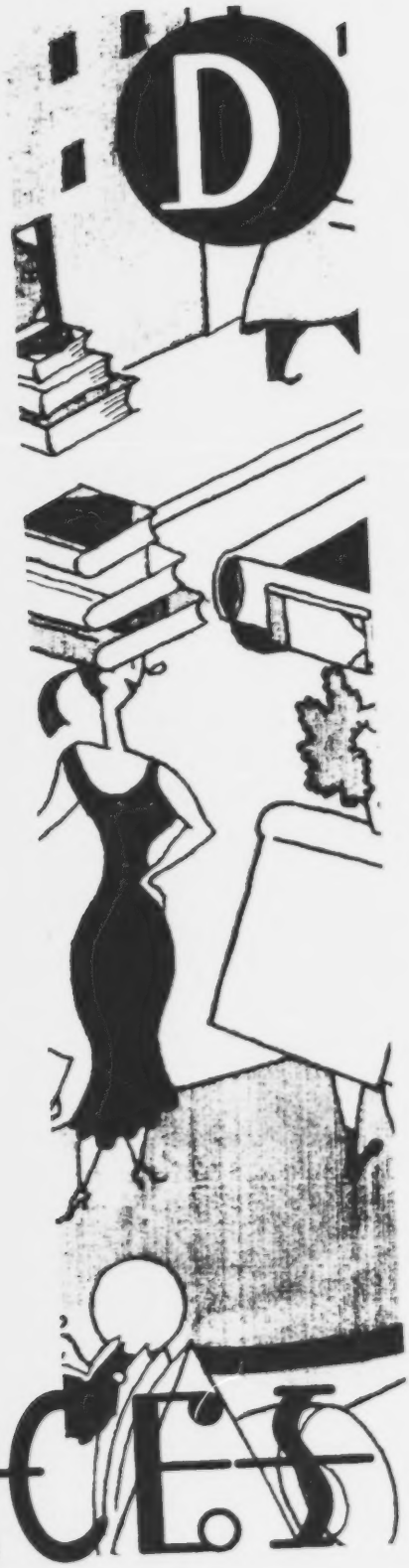
How Much Is a Million? by Stephen Kellogg - BR07923
The Hundred and one Dalmatians by Dodie Smith - RD09607
The Incredible Journey (Homeward Bound) by Sheila Burnford - RC33792
The Indian in the Cupboard by Lynne Reid Banks - BR11529; RC47446
The Iron Giant by Ted Hughes - RC30579
Island of the Blue Dolphins by Scott O'Dell - BR06230; RC22397
Johnny Tremain by Esther Forbes - BR06225; RC22808
Jumanji by Chris Van Allsburg - BR05317; RC50700
The Jungle Book by Rudyard Kipling - RC40928
A Kiss for Little Bear by Else Minarik - BR07951; RC44900
Lad: A Dog by Albert Payson Terhune - RC33608
Lassie-Come-Home by Eric Knight - RC22763
The Legend of Sleepy Hollow by Washington Irving - BR08876; RC16731
Little House on the Prairie by Laura Ingalls Wilder - BR10510; RC50922
Mary Poppins by P. L. Travers - BR12972; DV00066; RC50917
Misty of Chincoteague by Marguerite Henry - BR12918; RC25353
My Dog Skip by Willie Morris - BR10573; RC41612
My Friend Flicka by Mary O'Hara - BR01612; RC26642
My Side of the Mountain by George Jean Craighead - BR07885; RC50211
Old Yeller by Fred Gipson - BR11976; RC47404
Peter Pan by J.M Barrie - BR08630; RC23643
Phantom Toll Booth by Norton Juster - BR13442; RC23208
Pippi Longstocking by Astrid Lindgren - BR07770; RC24423
Princess Bride by William Goldman - RC10903
The Princess and the Goblin by George MacDonald - RC19723
The Railway Children by E. Nesbit - RC33568
The Rescuers by Margery Sharp - RC25863
Roll of Thunder, Hear My Cry by Mildred Taylor - BR11509; RC50326
Sarah, Plain and Tall by Patricia MacLachlan - BR09531; RC23524
The Secret Garden by Frances Hodgson Burnett - BR10102; RC23638
Shiloh by Phyllis Reynolds Naylor - BR11971; RC35064
Shrek! by William Steig - RC32667
Sounder by William Armstrong - BR09764; RC22898
Stone Fox by John Reynolds Gardiner - BR07825; RC48664
The Story of Doctor Dolittle by Hugh Lofting - BR04247; RC28413
The Story of the Trapp Family Singers (The Sound of Music) by Maria von Trapp - BR2601; RC40079
Summer of the Swans by Betsy Byars - BR09560; RC2318
Swiss Family Robinson by Johann David Wyss - BR08265; RC25111
Tuck Everlasting by Natalie Babbitt - BR13834; RC50587
Where the Red Fern Grows by Wilson Rawls - BR11548; RC32449
The Wind in the Willows by Kenneth Grahame - BR12972; RC24592
Wizard of Oz by Frank L Baum - BR07872; DV00123; RC15141
The Yearling by Marjorie Rawlings - BR12512; RC33466

Young Adult
Adventures of Huckleberry Finn by Mark Twain - Br10687; RC16414
Anna and the King of Siam (The King and I) by Margaret Landon - BR11480; RC46020
Anne Frank: Diary of a Young Girl by Anne Frank - BR10113; RC40424

Call of the Wild by Jack London - BR12582; RCRC49486
Christy by Catherine Marshall - RC39327
Emma by Jane Austen - BR08733; RC23490
The Fellowship of the Ring by J. R. R. Tolkien - BR09745; RC47486
A Girl of the Limberlost by Gene Stratton Porter - 83633; RC38268
Gone With The Wind by Margaret Mitchell - BR11427; DV00043; RC33082
Gulliver's Travels by Jonathan Swift - BR12766; RC23150
Hardy Boys series by Franklin W. Dixon - 45 titles, BR and RC
Heidi by Johanna Spyri - BR06294; RC22936
House of Dies Drear by Virginia Hamilton - RC33494
The Hunchback of Notre Dame by Victor Hugo - BR11219; RC28784
Jacob Have I Loved by Katherine Paterson - BR06264; RC17690
Jane Eyre by Charlotte Bronte - BR10514; RC47868
The Last of the Mohicans by James Fenimore Cooper - BR04092; RC19920
The Last Unicorn by Peter Beagle - BR10311; RC40963
Little Women by Louisa May Alcott - BR11778; RC18128
Lord of the Flies by William Golding - BR09480; RC48388
Lost Moon (Apollo 13) by Jim Lovell - RC40691
Moby Dick by Herman Melville - BR01608; RC34184
Mutiny on the Bounty by Charles Nordhoff. - BR08669; RC12632
My Side of the Mountain by Jean Craighead George - BR07885; RC50211
Nancy Drew series by Carolyn Keene - 55 titles, BR and RC
Oliver Twist by Charles Dickens - BR03374; RC22868
The Outsiders by S. E. Hinton - BR11484; RC22433
Pygmalion (My Fair Lady) by George Bernard Shaw - RC25029
The Red Pony by John Steinbeck - BR18887; RC34258
Rocket Boys: A Memoir (October Sky) by Homer Hickman - RC47833
Robinson Crusoe by Daniel Defoe - BR09250; RC27138
Romeo and Juliet by William Shakespeare - 45 titles, BR and RC
Roots by Alex Haley - BR03234; RC09489
Tarzan of the Apes (Greystoke) by Edgar Rice Burroughs - RC50056
To Kill a Mockingbird by Harper Lee - BR12850; DV00112; RC36414
The Three Musketeers by Alexandre Dumas - BR07477; RC20185
Treasure Island by Robert Louis Stevenson - BR13682; RC52436
20,000 Leagues Under the Sea by Jules Verne - BR09469; RC13748
Watership Down by Richard Adams - BR18851; RC35730
Wuthering Heights by Emily Bronte - BR11902; RC25178

Novelizations from Movies/TV
Amityville Horror - RC11121
Star Trek - 16 titles, BR, DV, and RC
Star Wars - 18 titles, BR and RC
X-Files series - DV00124

Movies from Graphic Novels
Batman - RC29056
Superman - BR04111; RC13534



RESOURCES

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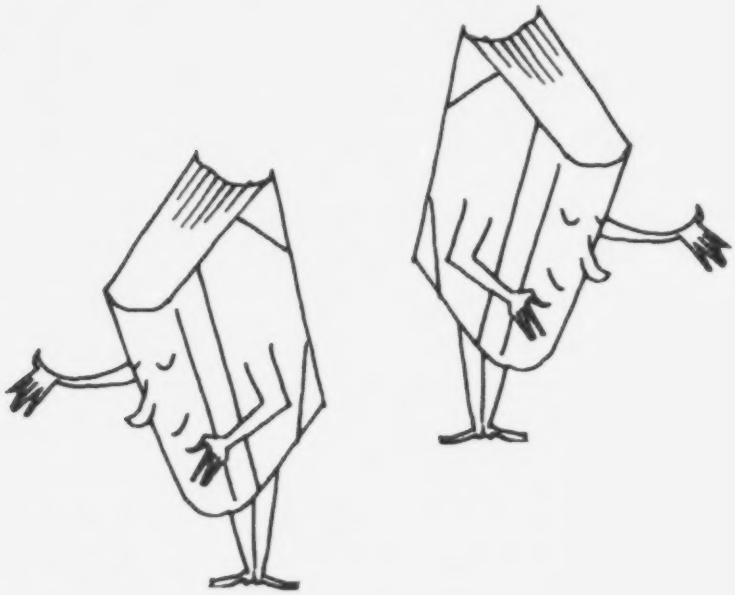
Introduction to ARP Resources

"Resources" refers to books and web sites for librarians that offer general and theme-based programming ideas.

- All general resources for preschool and school-age children are located in this chapter.
- General young adult resources are located in the YA section of the Special Groups Chapter, along with general resources for young bilingual and special needs patrons.
- Most theme-based resources are in this chapter, including the **From Page to Stage Book List**, a wonderful starting point to inspire and organize your adaptation of the ARP. It is a comprehensive listing of children's literature, both classic and popular, that has been made into movies, videos, or television shows. You can focus on specific topics by grouping titles with a connecting theme or element, or simply use it as a suggested booklist to hand out to young patrons.
- Cross-listings of the **Page to Stage Bibliography** on spanish-language and talking book titles are provided in the Special Groups chapter.
- All theme-based websites are located and linked on the K-READ 2003 ARP web page at www.kread.com/arp03/.
- The "Presentation Resource Listing," previously in the back of the ARP manual, is now located at the Arizona Humanities Council website at www.azhumanities.org under the "Arizona Reading Program."
- The application for ARP program funding is at the end of this chapter.



General Programming Titles for Librarians

Preschool

52 Programs for Preschoolers: The Librarian,s Year-round Planner by Diane Brigg. American Library Association, 1997.
A comprehensive guide that includes publicity, book suggestions, finger plays, songs, felt board stories, creative dramatics, videos and crafts for each theme.

A to Zoo: Subject Access to Children,s Picture Books by Carolyn and John Lima. Bowker, 2001.
More than 1200 subject headings index 23,000 picture books.

The Complete Resource Book: An Early Childhood Curriculum With Over 2,000 Activities and Ideas by Pamela Schiller. Gryphon House,1998.
This book is a comprehensive resource full of ideas and activities for professionals who work with young children.

Creative Resources for the Early Childhood Classroom by Judy Herr. Delmar/Thomson Learning, 2000.
This very comprehensive resource for early childhood professionals lists 67 themes arranged alphabetically and by curriculum areas. Each thematic unit contains goals, key concepts, vocabulary, finger plays, songs, recipes, booklists and learning activities for children, ages 2-6.

Giant Encyclopedia of Circle Time and Group Activities for Children 3 to 6: Over 600 Favorite Circle Time Activities Created by Teachers for Teachers by Kathy Charner (editor). Gryphon House,1996.
This compendium of classroom-tested ideas for circle time activities is indexed alphabetically. There is also a materials index and an index of related children,s literature.

Giant Encyclopedia of Theme Activities for Children 2 to 5: Over 600 Favorite Activities Created by Teachers for Teachers by Kathy Charner (editor). Gryphon House, 1993.
625 of the best activities teachers use in their classrooms are arranged into 48 thematic chapters and indexed by skill and subject areas. Each activity includes age level, learning objective, materials needed, and related books and songs.

I'm a Little Teapot: Presenting Preschool Storytime compiled by Jane Cobb. Black Sheep Press, 2001.
An updated, comprehensive guide to the best stories, nursery rhymes, finger plays, action rhymes, and craft ideas for storytime, compiled by an experienced children,s librarian and storyteller.

Lapsit Services for the Very Young II by Linda L. Ernst. Neal-Schuman Publishers, 2001.
This book supplies updated information on brain research and early childhood development. The second part of the book contains a menu of age-appropriate materials and activities to select from to create customized lapsit library programs for very young children and their caregivers.

Little Hands Finger Plays & Action Songs: Seasonal Activities and Creative Play for 2- to 6- year-olds by Emily Stetson. Williamson Publishing, 2001.
This collection of action songs and rhyming games for each season stimulates children,s imaginations through song and creative movement.

Make-Believe: Games and Activities for Imaginative Play by Dorothy G. Singer. Magination Press, 2000.
This scholarly analysis of the benefits of imaginative play includes suggested activities designed to encourage and develop such play in children, ages 2-5.

School Age

Best Books for Children: Preschool Through Grade 6 by John T. Gillespie. Libraries Unlimited, 2001.
The seventh edition of this indispensable selection guide features over 20,000 annotated entries which identify the most highly recommended new books for children in grades PreK-6.

Books, Books, Books: A Treasury of Clip Art by Darcie Clark Frohardt. Libraries Unlimited, 1995.
A useful resource for book-related copyright-free clip art.

Family Storytime: Twenty-Four Creative Programs for All Ages by Rob Reid. American Library Association, 1999.
Twenty -four family tested programs organized by theme, which include suggestions for songs, books, poems and fingerplays.

Glues, Brews, and Goos: Recipes and Formulas for Almost Any Classroom Project by Diana F. Marks. Libraries Unlimited, 1996.
This indispensable resource contains hundreds of easy-to-use recipes for a variety of children,s projects.

Gotcha! Nonfiction Booktalks to Get Kids Excited About Reading by Kathleen Baxter. Libraries Unlimited, 1999.
Booktalks and other activities motivate kids in grades 1-8 to read and appreciate nonfiction.

Leading Kids to Books thorugh Magic by Caroline Feller Bauer. American Library Association,1996.
The first in a series of books by the inspiring Caroline Feller Bauer, designed to provide creative, easy ideas for librarians to use to turn kids on to reading and books.

The Power of Reading: Insights from Research by Stephen Krashen. Libraries Unlimited, 1993.
The author of this best-seller presents an analysis of years of research that supports free voluntary reading (FVR) as the most effective tool for increasing a child,s ability to read, write, spell, and comprehend.

Running Summer Library Reading Programs: A How-To-D-It Manual by Carole D. Fiore. Neal-Schuman Publishers, 1998.
The author, an expert in the field, combines theory and step-by-step instructions on how to organize and implement summer reading programs for children and teens.

General Web Sites

www.kread.com/arp03/
Specific information for the *Lights, Camera, Read!* program is posted here, including a catalog from which to order fun prizes and incentives.

www.abcteach.com
This site contains over 5,000 free printable pages, as well as reading activities, research/report helpers, games, puzzles, themes, and printable Teaching Extras like calendars, bookmarks, signs, reading logs, certificates, shape books and book report forms.

www.about.com
See subject headings such as *Theater, Drama* and *Crafts*. Click on *Parenting and Family* then *Family Crafts* to find a host of craft ideas to supplement your programs and storytimes.

www.ala.org/alsc
The *Association for Library Service to Children* web site contains news on special events and current issues, as well as booklists, cool sites for kids and resources for parents, caregivers and teachers.

www.ala.org/booklist/index.html
Booklist (by ALA) includes full-text of the current issue, with reviews, editors' choice of top books and videos, and notable books for children and young adults.

www.ala.org/parentspage/greatsites
Sponsored by the ALA, this page has more than 700 websites for "kids and the adults that care about them."

www.artsedge.kennedy-center.org/artsedge.html
This *John F. Kennedy Center for the Performing Arts* site is dedicated to arts education. It includes professional resources, lesson plans and extensive lists of curriculum web links for K-12 educators.

www.atozteacherstuff.com
This site was created by a teacher for teachers. It contains Pre-K–Grade 12 lesson plans and themes organized by subject and grade level, plus links to more online resources of interest to educators.

www.bayviews.org/storytime.html
A thematic list of storytime ideas and crafts.

www.beritsbest.com
Berit's Best Sites for Children lists the Web's best 1,000 sites for kids.

www.bookwire.com
This site brings together several major publications that review books for children. Check SLJ's *Most Wanted* page for their annual lists of Best Books.

www. carolhurst.com/index.html
Carol Hurst's Children's Literature Site is an extensive source of reviews indexed by title, author, type, grade level, and curriculum area.

www.cbcbooks.org
The Children's Book Council is an organization of book publishers offering resources for librarians and others, including book lists, author lists, and criteria for choosing books for different ages.

www.childfun.com
Themes, crafts, and coloring pages.

www.crayola.com
This site features a variety of art projects, lesson plans, and early childhood creative experiences.

www.dalton.org/libraries/fairrosa
The Fairrosa Cyber Library of Children's Literature provides links to general sites, thematic book lists, libraries, book reviews, authors and illustrators, and topics of interest to adults who study children's literature.

www.ed.gov/about/ordering.jsp
The U.S. Department of Education's on-line ordering site is a source for lots of free educational publications like reading kits, bookmarks, and informational booklets.

www.ed.gov/free
This is an amazing website which makes hundreds of learning resources from more than 40 federal agencies available and searchable in one place.

www.emtech.net/language_arts.htm
An extensive list of websites related to language arts, books, drama, literature, poetry and creative writing.

www.emtech.net/links/creative_crafts.htm
List of over 30 crafts sites, includes many for children.

www.enchanatedlearning.com
This site contains a wealth of useful ideas for themes, calendars, crafts, and various other learning activities.

http://family.go.com
This offshoot of *Disney Online* contains many ideas for activities and crafts. A nice feature of this site is that the Crafts section can be searched by theme, type of materials, time and cost.

www.thegateway.org
The Gateway to Educational Materials is a Consortium effort to provide educators with quick and easy access to thousands of educational resources found on various federal, state, university, non-profit, and commercial Internet sites. GEM is sponsored by the U.S. Department of Education and is a special project of the ERIC Clearninghouse on

Information & Technology. Teachers, parents, and administrators can search or browse The Gateway and find thousands of high-quality educational materials, including lesson plans, activities, and projects from over 200 GEM Consortium member sites.

www.geocities.com/~stepbystepcc/themes2.html#5
This site is a great resource for storytime themes, which includes related booklists, fingerplays, songs, activities and crafts.

www.gutenberg.net
Project Gutenberg allows access to hundreds of literary works for free.

www.hbook.com
The prestigious Horn Book children's book review magazine offers selected reviews, articles, and lists of Horn Book Award winners.

www.theideabox.com
Lots of inspiring ideas for early childhood activities, games, music, songs, crafts and more.

www.ipl.org
Click on *Youth* and then *Arts & Crafts, Games,* or *Preschool* to find links to kids' craft sites.

www.ipl.org/ref/QUE/PF
The *Internet Public Library Pathfinders* site provides research guides on an extensive list of subject areas. The *Internet Public Library* also has a Reference section, Teen and Youth Divisions, and services especially for librarians.
www.kidsdomain.com
Crafts, clip art, games, and kid reviews, with a section for grownups too.

www.kidsdomain.com
Crafts, clip art, games, and kid reviews, with a section for grownups too.

www.lii.org
The *Librarians' Index to the Internet* is comprehensive and well organized. This site's motto is "Information You Can Trust". It is an annotated directory of 9,000 Internet resources selected and evaluated by librarians.

www.makestuff.com
This site consists of numerous ideas for adults and children of all ages for making frugal crafts and projects using recycled materials.

www.mplc.com
The *Motion Picture Licensing Corporation* provides annual Umbrella Licenses which grant libraries public performance rights to legally show videos and movies for a low annual fee.

www.nara.gov/education
The Digital Classroom posts original historic documents and related lesson plans.

www.nuttinbutkids.com
Lists of themes with related books, songs, finger plays, activities and crafts. This is a great site for story time planning.

www.pbskids.org/zoom/too
This is a great site for updates on the latest PBS kids' shows and characters. It also contains printable activity sheets, *Zoom Into Action* projects, and preschool activities. Click on the *Playhouse* icon on the kids, site map to find original scripts of plays written by kids and performed on the *Zoom* TV show.

www.preschooleducation.com
This site has everything a preschool professional or parent could want: printables, book reviews, and ideas for themes, dramatic play, circle times, songs, snack recipes, and crafts. There's even a teachers' lounge and parents' corner.

www.pueblo.gsa.gov/children.htm
Government publications are available free online or for order at low cost and in bulk quantities. You may want to download or order publications for distribution to the general public. Titles include: *Helping Your Child Become a Reader, Helping Your Child Learn to Read,* and *Learning Activities for the Growth Season.*

www.sagecraft.com/puppetry
The *Puppetry Home Page* is a comprehensive listing of everything related to puppetry, including free puppet play scripts and instructions for making puppets and puppet theaters.

www.school.discovery.com
This site features a wealth of ideas and activities to enhance learning for teachers, parents and students. Some examples are *Brain Boosters, a Clip Art Gallery, the Puzzlemaker, Science Fair Central,* and *a Review Corner.*

www.school-libraries.net
A collection of web pages created or maintained by school librarians. Some are for entire schools, while others are for individual school libraries. Some pages are personal, while others are for professional associations, or other curriculum-related resources. Also included here are a few links to helpful web development.

www.sitesforteachers.com
Fifteen pages of ranked, descriptive listings of the best web sites for teachers and educators.

www.ucalgary.ca/dkbrown/index.html
The Children's Literature Web Guide is the most comprehensive web guide in children's books and includes links to authors, award winners, reviews, etc.

www.worldreading.org
The World of Reading site offers book reviews by kids for kids, searchable by author or title.

From Page to Stage

Preschool

The Adventures of Pinocchio by Carlo Collodi
Pinocchio, a wooden puppet full of tricks and mischief, with a talent for getting into and out of trouble, wants more than anything else to become a real boy.

Arthur series by Marc Brown
Arthur the Aardvark and his sister D.W. deal with issues of everyday life, including new pets and chicken pox.

Chato's Kitchen by Gary Soto
To get the "ratoncitos," little mice who have moved into the barrio, to come to his house, Chato the cat prepares all kinds of good food: fajitas, frijoles, salsa, enchiladas, and more.

Chrysanthemum by Kevin Henkes
Chrysanthemum loves her name, until she starts going to school and the other children make fun of it.

Clifford series by Norman Bridwell
Emily Elizabeth describes the activities she enjoys with her very big, very red dog and how they take care of each other.

Franklin series by Paulette Bourgeois
Franklin the turtle plays with his friends and learns lessons about life and growing up.

Goodnight Moon by Margaret Wise Brown
Goodnight to each of the objects in the great green room: goodnight chairs, goodnight comb, goodnight air.

How the Grinch Stole Christmas by Dr. Seuss
Miserly, mean-hearted Grinch does all he can to spoil Whoville's Christmas celebration. Additional titles by Dr. Seuss include *Cat in the Hat*, *The Lorax*, and *Horton Hatches the Egg*.

Koi and the Kola Nuts by Brian Gleeson
Cheated of his rightful inheritance, a chief's son uses a bunch of kola nuts to gain a happy new life.

The Little Mermaid by Hans Christian Andersen
A little sea princess, longing to be human, trades her mermaid's tail for legs, hoping to win the love of a prince and earn a mortal soul for herself.

Madeline series by Ludwig Bemelmens
Madeline, a little French schoolgirl, and her classmates have many adventures in this time-honored series.

Magic School Bus series by Joanna Cole
Ms. Frizzle takes her class on fantastic trips on this very special school bus. They visit the solar system, the water works, inside the earth, and many other places.

Mama, Do You Love Me? By Barbara Joosse
A child living in the Arctic learns that a mother's love is unconditional.

Mirette on the High Wire by Emily McCully
Mirette learns tightrope walking from Monsieur Bellini, a guest in her mother's boarding house, not knowing that he is a celebrated tightrope artist who has withdrawn from performing because of fear.

Officer Buckle and Gloria by Peggy Rathmann
The children at Napville Elementary School always ignore Officer Buckle's safety tips, until a police dog named Gloria accompanies him when he gives his safety speeches.

Rikki-Tikki-Tavi by Rudyard Kipling
A courageous mongoose saves the lives of a British family in India by killing the two big cobras that live in the garden.

The Snowy Day by Ezra Jack Keats
A tale about the adventures of a little boy in the city on a very snowy day.

Stellaluna by Janell Cannon
After she falls headfirst into a bird's nest, a baby bat is raised like a bird until she is reunited with her mother.

The Story of Babar by Jean de Brunhoff
When his mother is killed by a hunter, Babar the baby elephant must fend for himself.

Winnie the Pooh by A. A. Milne
The adventures of Christopher Robin and his friends in which Pooh Bear uses a balloon to get honey, Pooh and Piglet survive a storm, and Tigger is unbounced by his friends.

(Please Note: Several of the above titles belong to the Reading Rainbow series produced by PBS. There are many other titles in the series. Please consult a Reading Rainbow catalog for a full list.)

School Age

Alias Madame Doubtfire (Mrs. Doubtfire) by Anne Fine
Miranda's three children thoroughly enjoy their huge, overdressed babysitter/cleaning woman who is actually their father in disguise, and they dread the day when their mother discovers Madame Doubtfire is really her ex-husband.

Alice in Wonderland by Lewis Carroll
Young Alice follows a white rabbit down a hole and enters the topsy-turvy world of Wonderland.

Anne of Green Gables by L.M. Montgomery
Anne, an eleven-year-old orphan, is sent by mistake to live with a lonely middle aged brother and sister on a Prince Edward Island farm and proceeds to make an indelible impression on everyone around her.
Additional titles include *Anne of Avonlea*.

Babe, the Gallant Pig by Dick-King Smith
A piglet destined for eventual butchering arrives at the farmyard, is adopted by an old sheep dog, and discovers a special secret to success.

Ballet Shoes by Noel Streatfeild
Adopted as babies by the extraordinary Great Uncle Matthew, Pauline, Petrova, and Posy Fossil lead a sheltered life with their guardian, Sylvia, who struggling to make ends meet, is forced to take in lodgers. When the girls are accepted to ballet school, life becomes a whirl of classes and rehearsals until yet another financial crisis threatens their future.

Bambi by Felix Salten
The simple, heartwarming story of the fawn, Bambi, as he grows up in the forest and makes friends with Thumper and Flower.

The Best Christmas Pageant Ever by Barbara Robinson
The six Herdman children, the nastiest kids in town, become involved in the town's Christmas pageant.

Black Beauty by Anna Sewell
A horse in nineteenth-century England recounts his experiences with both good and bad masters. Illustrated notes throughout the text explain the historical background of the story.

The Black Stallion by Walter Farley
Pulled to a desert island by a wild black stallion he has freed during a shipwreck at sea, a young boy befriends the horse, trains him by night, and rides him to victory in a match race.
Additional titles include *The Black Stallion Returns*.

The Black Cauldron by Lloyd Alexander
The second part of Alexander's *The Chronicles of Prydain*, an imaginary world with a medieval setting.

The Borrowers by Mary Norton
A family of tiny people live underneath the boards of an English home and "borrow" what they need.

Bridge to Terabithia by Katherine Paterson
The life of a ten-year-old boy in rural Virginia expands when he becomes friends with a newcomer who subsequently meets an untimely death trying to reach their hideaway, Terabithia, during a storm.

Caddie Woodlawn by Carol Brink
The tale of the adventures of an eleven-year-old tomboy growing up on the Wisconsin frontier in the mid-nineteenth century.

Charlie and the Chocolate Factory by Ronald Dahl (video is *Willie Wonka and the Chocolate Factory)*
Each of five children lucky enough to discover an entry ticket into Mr. Willy Wonka's mysterious chocolate factory takes advantage of the situation in his own way.
Additional titles by this author include *James and the Giant Peach* and *Matilda.*

Charlotte's Web by E. B. White
Wilbur, the pig, is desolate when he discovers that he is destined to be the farmer's Christmas dinner until his spider friend, Charlotte, decides to help him.
Additional titles by this author include *Stuart Little.*

Emil and the Detectives by Erich Kastner
On his first train journey, Emil is robbed of all his money. He enlists the help of some other boys and sets out on the robber's trail.

From the Mixed-Up Files of Mrs. Basil E. Frankweiler by E. L. Konigsburg
Having run away with her younger brother to live in the Metropolitan Museum of Art, twelve-year-old Claudia strives to keep things in order in their new home and become a changed person and a heroine to herself.

The Ghost of Thomas Kempe by Penelope Lively
The ghost of a seventeenth-century sorcerer emerges as a poltergeist and attempts to make young James his apprentice.

Greyfriars Bobby by Eleanor Atkinson
The story of a dog in 19th-century Scotland who is so devoted to his master that he spends his nights by the master's grave. His days are spent with the poor children of Greyfriars and his loyalty brings him the affection of the whole town.

Harriet the Spy by Louise Fitzhugh
Harriet is an 11-year-old accomplished spy who writes down everything she sees. When her friends find and read her notebook, they shun her and Harriet must find a way to win them back.

Harry Potter and the Sorcerer's Stone by J. K. Rowling
Harry is living an abominable existence with his aunt and uncle until he receives an invitation to attend the Hogswart School for Witchcraft and Wizardry.

How Much Is a Million? By Stephen Kellogg
Text and pictures try to make possible the conceptualization of a million, a billion, and a trillion.

The Hundred and One Dalmatians by Dodie Smith
Dalmatians Pongo and Perdita settle into their owner's flat in London to become proud parents of 15 precocious pups. It's one big happy dog family until the evil Cruella De Vil kidnaps the puppies, along with every other Dalmatian in the city. It's up to Pongo and Perdita to unite the entire animal population in a mission to help the courageous pups outsmart their captor.

The Incredible Journey (Homeward Bound) by Sheila Burnford
A story about two dogs and a Siamese cat who traverse 200 miles of Canadian wilderness in their struggle to return to their former home and family.

The Indian in the Cupboard by Lynne Reid Banks
A nine-year-old boy receives a plastic Indian, a cupboard, and a little key for his birthday and finds himself involved in adventure when the Indian comes to life in the cupboard and befriends him.

The Iron Giant by Ted Hughes
Everyone feared the iron giant, but he became the world's hero when he challenged the space-monster larger than Australia.

Island of the Blue Dolphins by Scott O'Dell
Left alone on a beautiful but isolated island off the coast of California, a young Indian girl spends eighteen years, not only merely surviving through her enormous courage and self-reliance, but also finding a measure of happiness in her solitary life.

Johnny Tremain by Esther Forbes
Johnny Tremain, a silversmith's apprentice, takes part in the Boston Tea Party and the Battles of Lexington and Concord.

Jumanji by Chris Van Allsburg
Left on their own for an afternoon, two bored and restless children find more excitement than they bargained for in a mysterious and mystical jungle adventure board game.

The Jungle Book by Rudyard Kipling
This is the story of how the child Mowgli became a mancub and, finally, a man.

King of the Wind by Marguerite Henry
Follows the adventures of the Arabian stallion brought to England to become one of the founding sires of the Thoroughbred breed and the mute Moroccan stable boy who tends him with loyalty and devotion all his life.
Additional titles by this author include *Brighty of the Grand Canyon*.

A Kiss for Little Bear by Else Minarik
Little Bear's thank-you kiss from grandmother gets passed on to him by many animals and greatly aids the skunk's romance.

Lad: A Dog by Albert Payson Terhune
This story of a faithful dog recounts the heroic and adventurous life of a thoroughbred collie that was particularly devoted to his owners.

Lassie-Come-Home by Eric Knight
A poor family is forced to sell their family dog, but she travels 1000 miles to return to her master's side.

The Legend of Sleepy Hollow by Washington Irving
A superstitious schoolmaster, in love with a wealthy farmer's daughter, has a terrifying encounter with a headless horseman.

Little House on the Prairie by Laura Ingalls Wilder
Laura Ingalls and her family journey west by covered wagon, only to find they are in Indian territory and must move on.

Mary Poppins by P. L. Travers
An English nanny with magical abilities takes over the household of a proper London banker, and changes the lives of everyone.

Mrs. Frisby and the Rats of NIMH by Robert O'Brien (Video Title: *The Secret of NIMH*)
Having no one to help her with her problems, a widowed mouse visits the rats whose former imprisonment in a laboratory made them wise and long lived.

Misty of Chincoteague by Marguerite Henry
The determination of two youngsters to win a Chincoteague pony is greatly increased when the Phantom and her colt are among those rounded up for the yearly auction.

The Mouse and the Motorcycle by Beverly Cleary
All Ralph had wanted to do was ride the little motorcycle someone left on the table in the hotel room where he lived. He finds himself trapped until Keith, the owner of the toy motorcycle, comes along and rescues Ralph and shows him how to ride properly.
Additional titles by this author include *Ralph S. Mouse*, *Runaway Ralph*, and the *Ramona* series.

My Dog Skip by Willie Morris
Willie Morris receives a talented terrier named Skip for his birthday. With Skip's help, they turn bullies into friends, tangle with hapless moonshiners and even win the prettiest girl in school.

My Friend Flicka by Mary O'Hara
A ten-year-old boy sets his heart on taming a wild-spirited filly.

My Side of the Mountain by George Jean Craighead
My Side of the Mountain is the unique adventure of thirteen–year–old Sam Gribley. Sam learns to live in harmony with nature—miles from civilization.

Old Yeller by Fred Gipson
A stray dog is befriended by a family of farmers in Texas, circa 1869. He saves the youngest boy's life but sacrifices his own in the process.

Peter Pan by J.M Barrie
The hero of Wendy, John and Michael's bedtime stories—Peter Pan, the boy who refuses to grow up—returns to the nursery and invites them on a magical journey to Never-Never Land. Before they know it, they're knee-deep in a high-flying battle with swashbuckling pirates, led by Peter's archenemy, Captain Hook—whose time is nearly up against a tick-tocking crocodile.

Phantom Toll Booth by Norton Juster
Patrick stars as Milo, a boy bored with everything until he stumbles into a world of animation through a magical toll-booth on his way to the Kingdom of Wisdom.

Pippi Longstocking by Astrid Lindgren
Escapades of a lucky little girl who lives with a horse and a monkey—but without any parents—at the edge of a Swedish village.

Princess Bride by William Goldman
Buttercup loves Westley, but when he is captured by pirates, she is chosen by the evil Prince to be his bride, beginning a series of fantastic efforts to free her.

The Princess and the Goblin by George MacDonald
When a peaceful kingdom is menaced by an army of monstrous goblins, a brave and beautiful princess joins forces with a resourceful peasant boy to rescue the noble king and all his people.

The Railway Children by E. Nesbit
When their father is sent away to prison, three London children move to the country where they keep busy preventing accidents on the nearby railway, making many new friends, and generally learning a good deal about themselves.

The Rescuers by Margery Sharp
Two enterprising mice rescue a Norwegian poet from the dungeon of the Black Castle.

Roll of Thunder, Hear My Cry by Mildred Taylor
A black family living in the South during the 1930's is faced with prejudice and discrimination, which their children don't understand.

Sarah, Plain and Tall by Patricia MacLachlan
When their father invites a mail-order bride to come live with them in their prairie home, Caleb and Anna are captivated by their new mother and hope that she will stay.

The Secret Garden by Frances Hodgson Burnett
An orphan girl and her invalid cousin bring new life to their home on the moors when they discover the secret garden.
Additional titles by this author include *The Little Princess.*

Shiloh by Phyllis Reynolds Naylor
When he finds a lost beagle in the hills behind his West Virginia home, Marty tries to hide it from his family and the dog's real owner, a mean-spirited man known to shoot deer out of season and mistreat his dogs.

Shrek! By William Steig
Shrek, an ugly, disgusting monster who delights in horrifying people, follows his fortune to wed a princess even uglier than he is.

Sounder by William Armstrong
Angry and humiliated when his sharecropper father is jailed for stealing food for his family, a young black boy grows in courage and understanding by learning to read and with the help of the devoted dog Sounder.

Stone Fox by John Reynolds Gardiner
Little Willie hopes to pay the back taxes on his grandfather's farm with the purse from a dog sled race he enters.

The Story of Doctor Dolittle by Hugh Lofting
Doctor Dolittle talks to the animals and has many adventures with them.

The Story of the Trapp Family Singers (The Sound of Music) by Maria von Trapp
Maria von Trapp recounts her life story from her years in the convent, her marriage to Captain von Trapp, and her family's move to America where they toured as singers and settled in New England.

Summer of the Swans by Betsy Byars
A teenage girl gains new insight into herself and her family when her mentally handicapped brother gets lost.

Swiss Family Robinson by Johann David Wyss.
A Swiss family with four boys becomes shipwrecked on a deserted island where they spend ten years imaginatively altering their "New Switzerland" into a home.

Tuck Everlasting by Natalie Babbitt
The Tuck family is confronted with an agonizing situation when they discover that a ten-year-old girl and a malicious stranger now share their secret about a spring whose water prevents one from getting older.

The Trumpet of the Swan by E. B. White
Knowing how to read and write is not enough for Louis, a voiceless Trumpeter Swan; his determination to learn to play a stolen trumpet takes him far from his wilderness home.

Where the Red Fern Grows by Wilson Rawls
A young boy in the Ozarks of Oklahoma perseveres in his goal to own the two best hunting dogs in the valley.

The Wind in the Willows by Kenneth Grahame
This story follows the adventures of the irrepressible Toad and his friends Badger, Mole, and Ratty.

Wizard of Oz by L. Frank Baum
After a cyclone transports her to the Land of Oz, Dorothy must seek out the great wizard in order to return to Kansas.

The Yearling by Marjorie Rawlings
A young boy living in the Florida backwoods is forced to decide the fate of a fawn he has lovingly raised as a pet.

Young Adult
Adventures of Huckleberry Finn by Mark Twain
A young boy and a runaway slave survive, on wits and cunning, a journey down the Mississippi filled with perils mostly of the human and societal variety.
Additional titles by this author include *The Prince and the Pauper*.

Anna and the King of Siam (The King and I) by Margaret Landon
The time is the 1860's, the place Siam (now Thailand), one of the few parts of Asia not colonized by a Western power. Enter Anna Leonowens, an Englishwoman engaged by King Mongkut as tutor to his children and translator for his letters to foreign leaders and diplomats.

Anne Frank: Diary of a Young Girl by Anne Frank
The classic text of the diary Anne Frank kept during the two years she and her family hid from the Nazis in an Amsterdam attic is a powerful reminder of the horrors of war and an eloquent testament to the human spirit.

Call of the Wild by Jack London
The epic story of a man and his sled dog Buck, who begin an unrelenting search for gold in Alaska.
Additional titles by this author include *White Fang*.

Christy by Catherine Marshall
A young schoolteacher tries to make a difference in a poor mountain community. Falling in love doesn't help her cause.

Emma by Jane Austen
Emma Woodhouse is a young woman who, having engineered the marriage of her companion, turns her attention toward other match making possibilities. She presides over the small provincial world of Highbury with enthusiasm, but she will find it is all too easy to confuse good intentions with self-gratification
Additional titles by this author include *Pride and Prejudice*, *Sense and Sensibility*, and *Persuasion*.

The Fellowship of the Ring by J. R. R. Tolkien
The first part of the fantasy cycle *The Lord of the Rings*, in which Frodo the hobbit undertakes the mission to destroy the great Ring of Power.

A Girl of the Limberlost by Gene Stratton Porter
It is 1908 in rural Indiana. Elnora Comstock is determined to attend high school; even though her widowed mother demands that she quit school to help with the harvest.

Gone With The Wind by Margaret Mitchell
Focuses on the life and loves of the beautiful and selfish Scarlett O'Hara. The story begins on the O'Hara's Georgia plantation of Tara in antebellum days and moves through the Civil War and Reconstruction.

Gulliver's Travels by Jonathan Swift
On two voyages, an Englishman becomes shipwrecked in a land where people are six inches high, and stranded in a land of giants.

Hardy Boys series by Franklin W. Dixon
Two young detectives work together to solve a variety of adventurous mysteries.

Heidi by Johanna Spyri
A young orphan girl goes to live with her grandfather in the mountains. She comes to love the mountains, but must move to the city with her rich uncle.

House of Dies Drear by Virginia Hamilton
A ghost story with roots in the days of slavery and the Underground Railroad. A modern-day black family finds their historic Ohio home haunted by a murdered abolitionist.

The Hunchback of Notre Dame by Victor Hugo
In medieval Paris, Quasimodo, the hunchbacked bellringer of Notre Dame Cathedral, struggles to save the gypsy dancer Esmeralda from being unjustly executed.
Additional titles by this author include *Les Miserables.*

Jacob Have I Loved by Katherine Paterson
Feeling deprived all her life of schooling, friends, her mother, and even her name by her twin sister, Louise finally begins to fight back.

Jane Eyre by Charlotte Bronte
A novel about the problems of a young governess, whose love affair with her master is terminated when the terrifying mystery surrounding the upper rooms of their home is exposed.

The Last of the Mohicans by James Fenimore Cooper
At the center of the novel is the celebrated 'Massacre' of British troops and their families by Indian allies of the French at Fort William Henry in 1757. Around this historical event, Cooper builds a romantic fiction of captivity, sexuality, and heroism, in which the destiny of the Mohican Chingachgook and his son Uncas is inseparable from the lives of Alice and Cora Munro and of Hawkeye, the frontier scout.

The Last Unicorn by Peter Beagle
A tale of a beautiful white unicorn who faces perils on her journey to find her own kind.

Little Women by Louisa May Alcott
This classic tale chronicles the joys and sorrows of the four March sisters as they grow into young women in nineteenth-century New England.

Lord of the Flies by William Golding
A fable of shipwrecked children turning to primitive savagery, which portrays the collapse of social order into chaos.

Lost Moon (Apollo 13) by Jim Lovell
What begins as a smooth flight is transformed into a hair-raising voyage from the moment Lovell calls out, "Houston, we've got a problem". Minutes after the explosion, the astronauts are forced to abandon the main ship for the lunar module. The hours tick away as engineers search desperately for solutions to a safe return. One crisis after another is met and overcome and the heroic effort to rescue Lovell and his crew is considered by many to be NASA's finest hour.

Moby Dick by Herman Melville
Sailor Ishmael tells the story of Captain Ahab, who sails on a vengeful quest to slay the legendary white whale known as Moby Dick.
Additional titles by this author include *Billy Budd*.

Mutiny on the Bounty by Charles Nordhoff.
Fletcher Christian leads a mutiny against the tyrannical disciplinarian Capt. Bligh when the underfed, over flogged sailors can no longer take the brutality.

My Side of the Mountain by Jean Craighead George
This is the unique adventure of thirteen-year-old Sam Gribley. Sam learns to live in harmony with nature—miles from civilization.

Nancy Drew series by Carolyn Keene
Nancy Drew, a daring young sleuth, finds herself in thrilling adventures, solving numerous mysteries.

Oliver Twist by Charles Dickens
A young orphan, Oliver is left to fend for himself until he is befriended by a band of young thieves who quickly train him in their craft. But Oliver is not content to be a thief, for he knows that life holds great joys and true happiness, which cannot be stolen, but must be earned.
Additional titles by this author include: *A Christmas Carol*, *David Copperfield*, and *Great Expectations*.

The Outsiders by S. E. Hinton
On the streets of Tulsa in 1966, teenagers come two ways. If you're from the right side of the tracks, you are a "soc," with everything—money, cars, girls, and a future. But if you're an outsider, a "greaser," you've got nothing but your friends...and a dream that someday, somehow, you'll finally belong.
Additional titles by this author include: *Rumble Fish*, *Tex*, and *That Was Then, This Is Now*.

Pygmalion (My Fair Lady) by George Bernard Shaw
Professor Henry Higgins works to make a pretty flower girl into a young lady of society.

The Red Pony by John Steinbeck
The story of a father in conflict with the rural life he has chosen. His unhappiness causes him to lose his son's love to a patient and understanding hired man. A crisis involving his son's pony brings about changes.
Additional titles by this author include *Grapes of Wrath*.

Rocket Boys: A Memoir (October Sky) by Homer Hickman
When Sputnik inspires "Sonny" with an interest in rockets, he sees it not as a hobby but as a way to escape the mines.

Robinson Crusoe by Daniel Defoe
During one of his several adventurous voyages in the 1600s, an Englishman becomes the sole survivor of a shipwreck and lives for nearly thirty years on a deserted island.

Romeo and Juliet by William Shakespeare
The story of star-crossed lovers ends in tragedy for them and their feuding families.
Additional titles by this author include: *Julius Caesar*, *Hamlet*, *Othello*, and *A Midsummer Night's Dream*.

Roots by Alex Haley
The story begins with a birth in 1750, in an African village and ends seven generations later at the Arkansas funeral of a black professor whose children are a teacher, a Navy architect, an assistant director of the U.S. Information Agency, and an author.

Tarzan of the Apes (Greystoke) by Edgar Rice Burroughs
An infant boy raised to manhood among savage apes, living by his wits and the law of the jungle, returns to society and tries to claim his inheritance of humanity and privilege.

To Kill a Mockingbird by Harper Lee
When a Southern white woman accuses a black man of rape, the outcome of the trial is a foregone conclusion and no lawyer except Finch will defend him. Finch's defense costs him friendships but earns him the respect of his two children.

The Three Musketeers by Alexandre Dumas
The adventure story of the young D'Artagnan and his fellow swordsmen at the court of King Louis XIII.

Treasure Island by Robert Louis Stevenson
While going through the possessions of a deceased guest who owed them money, the mistress of the inn and her son find a treasure map that leads to a pirate fortune as well as great danger.
Additional titles by this author include *Kidnapped* and *Dr. Jekyll and Mr. Hyde*.

20,000 Leagues Under the Sea by Jules Verne
Retells the adventures of a French professor and his two companions as they sail above and below the world's oceans as prisoners on the fabulous electric submarine of the deranged Captain Nemo.
Additional titles by this author include: *Around the World in 80 Days*, and *Journey to the Center of the Earth*.

Watership Down by Richard Adams
A young rabbit receives a vision of the destruction of his warren and persuades a group of friends to embark on a dangerous quest for a new home.

Wuthering Heights by Emily Bronte
Mr. Earnshaw brings to his home the young orphan Heathcliff with whom Earnshaw's daughter eventually falls in love.

Novelizations from Movies/TV

Alien
Amityville Horror
Buffy the Vampire Slayer
The Fly
Star Trek
Star Wars
The Terminator
Wishbone
X-Files series

Movies from Graphic Novels

Batman
Spiderman
Superman

Movie Industry and Performance Titles for Kids or Librarians

Preschool

Amazing Grace by Mary Hoffman. Dial, 1991.
Although a classmate says that she cannot play Peter Pan in the school play because she is black and female, Grace realizes she can do anything she sets her mind to do.

Amazingly Easy Puppet Plays: 42 Scripts for One-Person Puppetry by Dee Anderson. American Library Association, 1996.
This practical guide offers advice on presenting simple puppet plays, scripts, and instructions for making puppets and props.

Angelina On Stage by Katharine Holabird. Pleasant Company, 2001.
Angelina and her younger cousin Henry land parts in a "grown-up" ballet musical.

A Band of Angels: A Story Inspired by the Jubilee Singers by Deborah Hopkinson. Atheneum, 1999.
The daughter of a slave forms a gospel singing group and goes on tour to save Fisk University, a school for former slaves.

The Bunny Play by Loreen Leedy. Holiday House,1988.
When the bunnies decide to put on a musical stage version of Little Red Riding Hood, they all work hard in the various areas of acting, directing, set design, publicity, and costumes.

Dance by Bill T. Jones. Hyperion,1998.
This beautiful book celebrates dance movements through graceful photographic images and poetic text.

Duke Ellington: The Piano Prince and His Orchestra by Andrea Davis Pinkney. Hyperion, 1998.
This Caldecott Honor Book uses lively scratchboard artwork to depict Duke Ellington,s musical career, as he forms a band and plays at the Cotton Club.

Hop Jump by Ellen Stoll Walsh. Harcourt,1993.
Bored with the same old hopping and jumping, Betsy, the frog, discovers the exuberance of dancing.

Mama Don't Allow: Starring Miles and the Swamp Band by Thacher Hurd. Harper, 1984.
Miles, a saxophone-playing possum, and his swamp band find themselves in danger when the alligators like their music and invite them to play at the Alligator Ball.

Max Found Two Sticks by J. Brian Pinkney. Simon & Schuster, 1994.
Max uses two sticks to imitate the sounds and rhythms of the city around him.

Mickey's Class Play by Judith Caseley. Greenwillow, 1998.
Mickey's duck costume gets soaked in the rain right before his performance in the class play, A Celebration of Animals, but his family helps him to devise a new costume just in time.

Movies An introduction to movies and cartoons showing how figures are made to move and how photography, special effects and animation are used.

101 Fingerplays, Stories, and Songs to Use with Finger Puppets by Diane Briggs. American Library Association, 1999.
This collection contains lists of books and recordings, finger puppet patterns, and finger-plays with directions for use with young children.

Rosie's Ballet Slippers by Susan Hampshire. Harper,1996.
During her first ballet lesson, Rosie enthusiastically learns how to point her toes, do plies and sautés, and dance like a butterfly.

Silent Lotus by Jeanne M. Lee. Farrar, Straus & Giroux, 1991.
Although she cannot speak or hear, Lotus trains as a Khmer court dancer and becomes eloquent in dancing out the legends of the gods.

The Story of the Incredible Orchestra: An Introduction to Musical Instruments and the Symphony Orchestra by Bruce Koscielniak. Houghton Mifflin, 2000.
This is a well-illustrated introduction to the history of the orchestra, musical instruments and classical music.

Zin! Zin! Zin! A Violin by Lloyd Moss. Simons & Schuster, 1995.
This Caldecott Honor Book introduces ten orchestra instruments as the musicians gather to tune up their instruments and culminates in an exuberant musical performance and encore.

School-Age

Break a Leg!: The Kid's Guide to Acting and Stagecraft by Lise Friedman. Workman, 2002.
An extensive guide to all aspects of acting and theater productions for children and teens.

Dance by Andree Grau. DK Publishing, 2000.
This book in the Eyewitness series surveys all forms of dance throughout the world, including its history and cultural significance.

Fantastic Theater: Puppets and Plays for Young Performers and Young Audiences by Judy Sierra. H.W. Wilson, 1991.
This collection of thirty puppet plays contains scripts and detailed puppet-making instructions that are clear enough for children to follow.

Frantic Frogs and Other Frankly Fractured Folktales for Readers Theatre by Anthony Fredericks. Libraries Unlimited, 1993.
This great resource offers 20 funny, satirical scripts that elementary and middle school children will enjoy reading and performing.

Gonna Sing My Head Off! American Folk Songs For Children by Kathleen Krull, collector and arranger. Knopf, 1992.
This is an exceptional collection of well-loved Amercan folk songs for children, arranged for piano and guitar.

Horror Movies by Tom Powers. First Avenue Editions, 1990.
Discusses the ideas behind horror movies.

How the Grinch Stole Hollywood: The Making of the Movie by Andy Lipschutlz. Random House, 2000.

How to Do "The Three Bears" with Two Hands: Performing with Puppets by Walter Minkel. American Library Association, 2000.
This manual explains how to plan and present puppet shows that will increase children's involvement in stories by making the characters come alive through the art of puppetry.

Kids Take the Stage: Helping Young People Discover the Creative Outlet of Theater by Lenka Peterson. Watson-Guptil Publications, 1997.
This is an accessible guide to introducing children to the basics of acting and staging a production.

Jim Henson: Young Puppeteer by Leslie Gourse. Aladdin, 2000.
Biography.

Lights, Camera, Action!: Making Movies and TV From the Inside Out by Lisa O'Brian. Owl Communications, 1998.
Behind-the-scenes look at making movies and television shows.

The Most Excellent Book of How to be a Puppeteer. Copper Beech Bks, 1996.

Movies by Chris Oxlade. Heineman Library, 1997.
Movie history, how a camera works, animation, computer enhancement and stunts are discussed in this book.

Multicultural Folktales: Readers Theatre for Elementary Students by Suzanne I. Barchers. Libraries Unlimited, 2000.
Forty reproducible scripts representing thirty countries and regions are included in this compendium for grades one through five.

On Stage:Theater Games and Activities For Kids by Lisa Bany-Winters. Chicago Review Pr., 1997.
Games to stimulate imagination and ideas for pantomime and puppetry.

101 More Drama Games for Children: New Fun and Learning with Acting and Make-Believe by Paul Rooyackers. Hunter House, 2002.
This book features improvisational acitivities for children, ages 9-12, which encourage creative self expression and dramatic play.

Science Fiction Movies by Andrea Staskowski. 1991.
Making science fiction movies such as The Thing, Star Wars, and E. T.

Shakespeare for Kids by Colleen Aagesen. Chicago Review Press, 1999.
Twenty-one fun, creative activities illuminate Shakespeare,s life and times for kids, ages 9-12.

Show Time: Music, Dance, and Drama Activiites for Kids by Lisa Bany-Winters. Chicago Review Press, 2000.
This book contains 80 fun activities which help children to develop their skills as singers, dancers and actors.

Shadow Games: A Book of Hand and Puppet Shadows by Bill Mayer. Klutz, Inc., 1995.
Has five pages of die-cut shadow creatures.

Showtime! Over 75 Ways to Put on a Show by Reg Bolton. DK Publishing, 1998.
Vivid illustrations and step-by-step instructions for putting on various kinds of shows will inspire young performers.

Silly Salamanders and Other Slightly Stupid Stuff for Readers Theatre by Anthony Fredericks. Libraries Unlimited, 2000.
Scripts for over two dozen fractured fairy tales and twisted legends are included in this fun collection for grades 3-8.

The Skit Book: 101 Skits From Kids by Margaret Read MacDonald. Linnet Books, 1990.
This is a great collection of skits written by young people with instructions for performance.

Special Effects in Film and Television by Jake Hamilton. DK, 1998.
Reveals the secrets of the Jurassic Park dinosaurs, Mask, Independence Day, etc.

Steven Spielberg: Crazy For Movies by Susan Goldman Rubin. Harry N. Abrams, 2001.
A look at Steven Spielberg's childhood, movies, and how he arrived at his career as a director.

Stories on Stage: Scripts for Readers' Theater by Aaron Shepard. H. W. Wilson Co., 1993.
Scripts are based on quality literature and aimed for the middle grades.

Storytelling with Puppets, Second Edition by Connie Champlin. American Library Association, 1998.
With these authoritative selections, you can expand outreach to children with special needs and hard-to-reach public segments, create multicultural collections and programming, and entertain children with top-notch programming.

Teatro! Hispanic Plays for Young People by Angel Vigil. Libraries Unlimited, 1996.
Fourteen short, simple scripts which illuminate Hispanic cultural heritage and wisdom for children in grades 3-9.

Theatre for Young Audiences: 20 Great Plays for Children by Coleman A. Jennings,editor. St. Martin,s Press, 1998.
This substantial collection of twenty children,s plays by well-known playwrights contains the complete scripts, with contact information to obtain permission for performance rights.

The Usborne Book of Dressing Up: Face Painting/Masks/Fancy Dress by Cheryl Evans. E D C Publications, 1994.

Vaudeville: The Birth of Show Business by Judy Alter. Franklin Watts, 1998.

Winning Monologues for Young Actors: 65 Honest-to-Life Characterizations to Delight Young Actors and Audiences of All Ages by Peg Kehret. Meriwether Publishing,1990.
These short monologs reflect realistic situations which are appropriate for children and teens to use in informal settings or for audience entertainment.

Writing Mysteries, Movies, Monster Stories and More by Nancy Bentley. Millbrook Pr., 2001.
Discusses the elements that are necessary in the writing of fiction, short stories, mysteries, science fiction, fantasy, and humor and also discusses characters, plot, point of view, etc.

The Young Oxford Book of the Movies by David Parkinson. Oxford Univ Pr Childrens Books,, 1997.
Covers the technology, artistry, and history of movies.

Young Adult

Acting and Theater by Cheryl Evans and Lucy Smith. EDC Publications, 1992.
This book covers all the basics of acting from learning lines, to movement and voice. It also covers rudimentary aspects of set design, props, costumes, directing and planning plays, and concludes with a simple history of theater.

Acting Natural: Monologs, Dialogs, and Playlets for Teens by Peg Kehret. Meriwether Pub, 1991.
This collection contains short scripts which portray real life situations that teens can relate to. No special stage, costumes, or props are needed to perform these plays.

Get in the Act!: 60 Monologs, Dialogs, and Skits for Teens by Shirley Ullom. Meriwether Pub, 1994.
This upbeat collection of skits gives teens a chance to explore issues that are important to them.

The Guitar Handbook by Ralph Denyer. Knopf, 2001.
This comprehensive resource for both acoustic and electric guitarists begins with a section on guitar innovators, then goes on to describes all aspects of playing and maintaining guitars, and concludes with a section on performance technology.

Making Movies Work: Thinking Like a Filmmaker by Jon Boorstin
This works as a guide for filmmakers and fans about how we watch and think about movies.

One Nation Under a Groove: Rap Music and Its Roots by James Haskins. Hyperion, 2000.
Haskins has written a well-researched history of rap and hip hop, complete with glossary, end notes, and bibliography.

Poetry Slam: The Competitive Art of Performance Poetry by Gary Mex Glazner, editor. Manic D Press, 2000.
This collection of slam poems and articles about how to host a slam poetry event will interest many teens.

Start Your Own Band: Everything You Need to Know to Take Your Band to the Top by Marty Jourard. Hyperion, 1997.
This book takes readers through the process of starting a band from songwriting, finding the right equipment, and rehearsing, to recording, finding the right agents, and marketing.

Presentation Resource Form

The Presentation Resource Listing, previously in the back of the ARP Manual, has moved to the Arizona Humanities Council Web site at www.azhumanities.org under "Arizona Reading Program." Many of the listings provide links to the presenters' own Web sites.

New Resource Listing

If you are a new listing, fill out the enclosed form and send or fax it to the address or fax number below.

Name of Organization/Performer/Presenter:
(This could be a person's name, an organization name, or the name of an act)

Contact Person:
Address:

Telephone:
Fax:
E-Mail:
Web Address (give only if the ARP can link to it):
Brief description of Performance/Presentation:

Age level and venue restrictions:
Fee: (include mileage/expenses charges):
Travel Range:

Past Performances:

Funds Available from the 2003 Arizona Reading Program!

To increase programming opportunities for rural library branches with small or non-existent ARP budgets, the Arizona Reading Program will provide $200 toward the fee and expenses of a presenter to ten libraries each year. ARP will vary the locations of these awards from year to year.

The presenter may be from the ARP Presenter Resource Listing (now online at www.azhumanities.org under "Arizona Reading Program"), or may be an unlisted presenter who would agree to be added. A statement of theme (included here) and a follow-up evaluation (to come later) are required to receive these funds.

All promotional materials and introductory comments for the programs must include the following statement:
"This presentation was made possible by the Arizona Reading Program, funded by the Institute of Museum and Library Services under the Library Services, and Technology Act. The Arizona Reading Program is a project of Arizona Reads, a collaboration between the Arizona Humanities Council and the Arizona State Library, Archives and Public Records."

Please fill out this application and return to the Arizona Reads office by March 1, 2003.

Library Branch:
Address:
Phone:
Fax:

Project Director/Contact Person:
Title:
Phone:
E-mail:

Your Arizona Reading Program Budget Estimate (from library) for 2003:

If funds awarded, check should be made out to (library, friends group, or fiscal agent, etc):

Presenter (This should already be tentatively confirmed between the library and the presenter):

Description of presentation:

Date and location of presentation:

(continued)

How does the presentation relate to the current ARP theme?

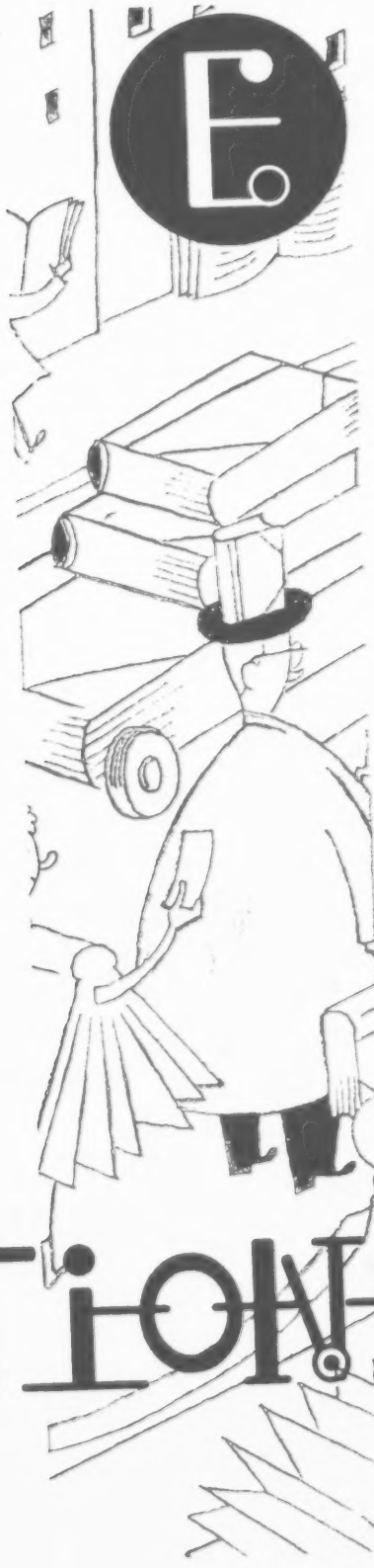
How will this presentation be promoted in the community?

Release from Liability Statement:
Arizona Humanities Council and its program partners undertake no responsibility for members of grantee's staff, full-or part-time; consultants, instructors, or others hired on an honorarium basis; audience members; premises occupied; or any other person or property involved.

I have read and agree to comply with the above requirements if awarded funding:

Signature of project director (contact person): Date:

Signature of fiscal agent (library director): 90 Date:



DECORATIONS

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DECORATIONS

Use decorations to create a magical ambiance for "*Lights, Camera, Read*!" This theme lends itself to numerous interpretations...books to movies, movie production, and the glitz and glamour of Hollywood. However you choose to present this theme, take time to decorate your library so your patrons get into the groove.

Stuffed Animal Theater

Design a corner of the room as a performance area. Once the stage is set, not much else is needed. You can even let your reading program participants or teen helpers set it up. They can become the writers, directors, and actors of their own productions.

MATERIALS:

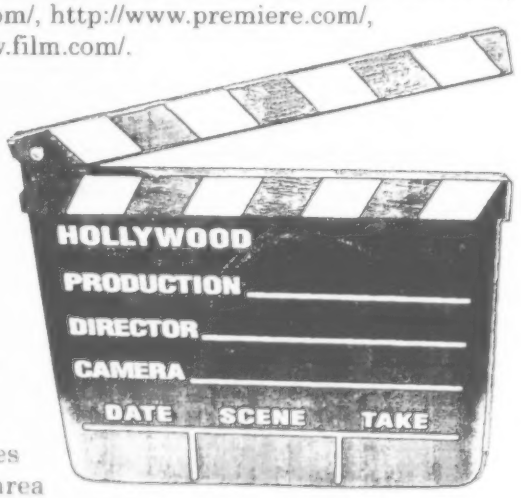
- STUFFED ANIMALS
- ASSORTED PUPPETS (SEE CRAFT SECTION)
- SMALL PROPS: DOLL FURNITURE, DOLL CLOTHES, SMALL FOOD CONTAINERS, SMALL WOODEN OR PLASTIC KITCHEN IMPLEMENTS, EMPTY THREAD SPOOLS, TOILET PAPER ROLLS, ETC.
- BOXES (THREE MEDIUM SIZE)
- COPIES OF SHORT SCENES FROM PLAYS OR MOVIE SCRIPTS
- SMALL CHAIRS
- BROOMSTICK THEATER (SEE CRAFT SECTION) OR PUPPET PLAYHOUSE

INSTRUCTIONS:

1. Set up the "Broomstick Theater" or other type of puppet playhouse.
2. Arrange small chairs for the audience. (Stuffed animals can double as both actors and audience members.)
3. Put the stuffed animals in one box, puppets in a second box and the props in the third box.
4. Keep a collection of short scenes from plays or movie scripts for the older grades to use.
5. This could be an ongoing interactive section of the library for free play and storytime.

The Backlot

Decorate all or part of the library to focus on the behind-the-scenes work that goes into movie making. This will connect with a lot of the crafts and activities included in this manual. The decorations do not require much labor to put together. Movie scripts can be downloaded off the Internet at web sites like http://www.screentalk.org/, http://www.iscriptdb.com/, and http://www.simplyscripts.com/. Local playhouses often donate their theatre scripts or use the web site scriptcrawler.com. For movie trivia, try http://www.cinemaspot.com/, http://www.ew.com/, http://www.premiere.com/, http://www.yahoo!movies.com/ and http://www.film.com/.



MATERIALS:

- DIRECTOR-STYLE CHAIRS
- MOVIE AND TV SCRIPTS
- SLATE TEMPLATES
- MOVIE TRIVIA

INSTRUCTIONS:

1. In a reading area, set up a few director-style chairs like the ones offered through the program.

2. Display movie scripts on top of bookshelves or leave disposable copies in the reading area for students to peruse.

3. Slates are the clapping boards used to mark scenes and are offered through Arizona Reading Program promotions. On each slate write the title of a book and its author, and hang these on the walls. (Variation: make your own clap-board; see pg. F-39.)

4. As the participants begin to make the set dioramas and animation flip books (in the CRAFT section), this area will be a good place to display them.

5. Type or write movie trivia or information on paper that can be cut to size and laminated. Write questions on one side of a piece of paper and write the answer on the back, so that student can think and guess before being told. For example: "What is a make-up morgue?" "A book makeup designers use to help them create makeup plans for characters" (*Bany-Winters, On Stage: Theater Games and Activities for Kids*). Display the trivia cards throughout the area.

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Hooray for Hollywood - A Books & Movies Premiere

Let the glitz and glamour of a Hollywood theater greet patrons as they walk through the library doors. They can strike a pose on the red carpet and follow the Walk of Stars. Movie paraphernalia abounds, reminding the students of their favorite stories brought to life on the big screen. Local video stores, used bookstores, and movie theaters are great sources for free movie posters, video boxes, and promotional movie materials that provide eye-catching, easy-to-display decorations. Surprisingly easy to obtain are the life-size cardboard cut-outs of movie characters like Dorothy from the *Wizard of Oz* or Hans Solo from *Star Wars*. Thanks to the heavy onslaught of marketing materials that accompanies big movies, most items are either free or very inexpensive. Also, with a little bit of purchase power, movie memorabilia is available at web sites like http://www.cinemaspot.com/ and http://www.eBay.com/.

MATERIALS:

- RED CLOTH FABRIC OR RED BUTCHER PAPER (APPROXIMATELY 2 FEET WIDE)
- DIE-CUT OR HAND-CUT STARS FROM METALLIC PAPER (OR COVER WITH FOIL)
- DIE-CUT CIRCLES
- RECTANGULAR CARDBOARD BOX
- CLEAR CELLOPHANE
- SILVER, GOLD, OR OTHER BRIGHTLY COLORED METALLIC PAPER
- DRY ERASE BOARD
- MOVIE POSTERS (ESPECIALLY FROM BOOKS MADE INTO MOVIES)
- VIDEO BOXES (ESPECIALLY FROM BOOKS MADE INTO MOVIES)
- ASSORTED PROMOTIONAL MOVIE MATERIALS
- MOVIE MAGAZINES
- FAKE MOVIE AWARD STATUETTES (SEE CRAFT: "AND THE OSCAR GOES TO...")
- FAKE CONCESSION POPCORN (SEE CRAFT: "LET'S ALL GO TO THE LOBBY")
- ROLLS OF TICKETS (LIKE THOSE USED IN CARNIVALS - AVAILABLE FROM ORIENTAL TRADING CO.)
- WHITE BED SHEET OR CLOTH OR PAPER (APPROXIMATELY 6 X 8 FT.)
- SILVER AND GOLD GLITTER
- ALUMINUM FOIL
- MARKERS
- SCISSORS
- UTILITY KNIFE
- TAPE

INSTRUCTIONS:

1. At the library entrance begin a 2 foot wide path of red "carpet," preferably made of fabric, although paper will work if it is taped securely to the floor on both sides.

2. If life-size cardboard cut-outs of movie characters are available, place them a few feet from the entrance, standing to one side.

3. Alongside the red carpet, start a "Walk of Stars" (see craft section) by making four or five celebrity stars and taping them to the floor in an easy to follow path. When the readers make their own stars, the path can be lengthened until it circles the room, weaving in and out of the different areas.

4. Make a movie marquee.
   - Cover die-cut circles with aluminum foil.
   - Frame a dry erase board with the circles, taping in place.
   - The circles should resemble lights surrounding the sign in the tradition of old fashioned movie marquees.
   - Write: "NOW PLAYING" and list book titles featured this week.
   - Hang the marquee above the check out desk or another prominent location where students will see it upon entering.

5. The check-out desk becomes a concession stand.
   - Make a popcorn machine.
   - Take a rectangular box and stand it one end so that it is taller than it is wide.
   - Using a utility knife, cut a large "window' in one side, leaving strips at the top and bottom approximately three inches tall.
   - Cover the box with silver metallic paper.
   - Cover the window with clear cellophane from the inside of the box, taping in place.
   - Write "HOT & FRESH" on the strip above the window and "POPCORN" below.
   - Fill the box with fake popcorn: crumpled bits of white paper or packing peanuts.
   - On the desktop put a couple of concession popcorn tubs that will serve as examples for the craft they will be making. Also, arrange empty candy boxes, drinking cups, empty salt shakers, items found at concession counters.
   - On the wall behind the counter put a price list of the food items for sale.

6. Laminate movie posters and put them on the walls or punch two holes in the top and hang them with string from the ceiling. Remember to leave room to add the students' movie posters that they will be making (see activity "Movie Ad Campaign").

7. On the tops of the bookshelves, display assorted movie paraphernalia like video boxes of books made into movies and action figures (*Harry Potter, Cinderella*).

8. Sprinkle die-cut stars adorned with glitter throughout the room on walls or hanging from the ceiling.

9. Laminate carnival tickets (resembling movie tickets) and line the edges of bookshelves, taping in place. Cut into six-inch strips so they can also be passed out for students to use as bookmarks.

10. Make a movie screen.
    - Have students draw or paint a large mural of their favorite movie scenes on a sheet or very large piece of cloth or paper.
    - Pin the mural up on the back wall of the storytime area.
    - Place chairs in front of the movie screen where the students can sit in as the audience during storytime.

Did You Know?

The following celebrities were all born in Arizona:

- Lynda Carter, best known for the "Wonder Woman" series in the 1970s, was born in Phoenix on July 24, 1951.
- Linda Rondstadt, singer and actress, was born in Tucson on July 15, 1946.
- Stevie Nicks, singer for the band Fleetwood Mac, was born in Phoenix on May 26, 1948.
- Rex Allen, who has narrated more than 80 Disney films, was born in Willcox on December 31, 1924.
- Barbara Eden, star of the series "I Dream of Jeannie", was born in Tucson on August 23, 1934.
- Jack Elam, an actor who appeared in more than 100 movies, often as a bad guy, was born in Phoenix on November 13, 1916.

Movie Museum

Try capturing everyone's interest in this whimsical setup. A movie museum can feature phony artifacts from celebrities or fictional characters, such as Harry Potter's glasses, a hat from *Mary Poppins*, or a peach pit from *James and the Giant Peach*. There doesn't have to be anything extraordinary about the item itself, it's only when viewed in context that it takes on significance.

Since who's "hot" changes so rapidly, it might help to look at a few current movie magazines to get ideas. These magazines are a good source for photos or factoids like "what celebrities eat for breakfast".. *Premiere* movie magazine can be found on the web at http://www.Premiere.com/ and *Entertainment Weekly* is at http://www.ew.com/.

A list of possible display items is provided; however, the exhibit will be more significant if it is comprised of objects from characters in which your readers are most interested.

MATERIALS:

HOUSEHOLD OBJECTS
CELEBRITY PHOTOS
CELEBRITY FACTS

INSTRUCTIONS:

Set up items on display with a description of what the item is, who used it, a picture of the person or scene from the movie, the title of the movie, the title of the book upon which it was based, the author, any known trivia. Examples of items:

Pixie dust from *Peter Pan*
Dog collar from *101 Dalmations*
Pencil (complete with chewed marks) that Harriet the Spy used to write in her notebooks
Torn shirt from *Jurassic Park*
Ruby shoes from *The Wizard of Oz*
Sock worn by *Spiderman*
Oil can from the *The Wizard of Oz*
Scarecrow straw from *The Wizard of Oz*
Scrap of green velvet curtain that Scarlett used to make her dress in *Gone With the Wind*
Kite from *Mary Poppins*
Glass slipper from *Cinderella*
"Dinglehopper" (fork) from *The Little Mermaid*
Snow White's poison apple
Wood shavings from Gepetto's workroom in *Pinnochio*
Prize ribbon Wilbur won at the state fair in *Charlotte's Web*
Deck of playing cards from *Alice in Wonderland*
Chalk from Matilda's classroom in Roald Dahl's *Matilda*.
Pocket handkerchief from *The Importance of Being Earnest*
Eyeglasses case belonging to Harry Potter

CRAFTS

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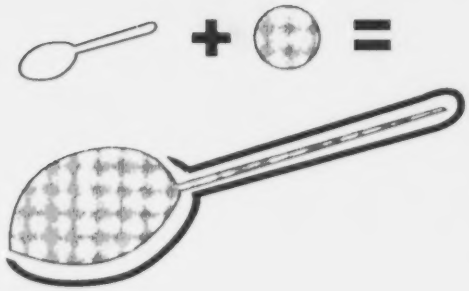
PRESCHOOL CRAFTS

Clay Play Mice

Use this recipe to make clay figures to represent the characters in any book or movie. You may want to start with something small–like a mouse. Think about all the books and movies with mice as main characters. This craft can also be tied into the felt board/song Cinderella Mice and Hickory Dickory Dock Clock, included in this manual.

A



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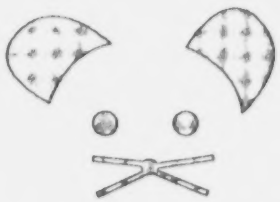

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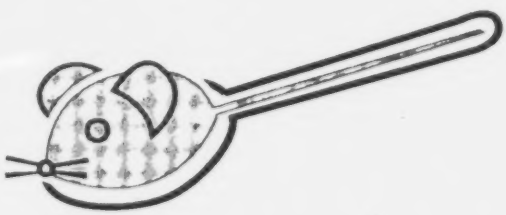


MATERIALS:

- 1 1/2 CUPS SALT
- 4 CUPS FLOUR
- 1 1/2 CUPS WATER
- METAL TABLESPOONS
- COOKIE SHEET
- SEVERAL DIFFERENT COLORS OF TEMPERA PAINT
- PAINTBRUSH (SMALL, THIN)
- PAPER PLATES

INSTRUCTIONS:

1. Mix the flour and salt together in a plastic bowl.
2. Add water.
3. Stir until dough forms a ball. Knead until dough holds together. Add extra water if necessary.
4. Put some clay on a spoon, forming it into a rounded lump for the mouse's body and shaping the tail along the spoon handle. See diagram "A".
5. Make facial features for the mouse out of clay and stick them to the mouse. See diagram "B" and "C".
6. Keep the mouse on the spoon. Place it on the cookie sheet to air dry overnight.
7. When the clay has hardened, slide the mouse off the spoon.
8. Mix paint in paper plates: black and white make grey for the mouse's fur and red and white make pink for the ears and nose.
9. Paint the mice and let dry.

Snack Bar Necklace

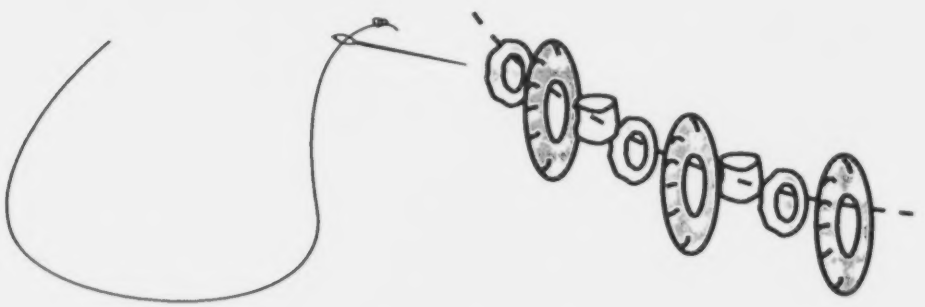
This craft doubles as a snack and jewelry! Have fun making a candy necklace, then munch on it as you wear it.

MATERIALS:

- ROPE OF LICORICE
- CHEERIOS
- FRUIT LOOPS
- LIFE SAVERS
- PAPER PLATES
- ANY CANDY WITH A HOLE THROUGH THE CENTER

INSTRUCTIONS:

1. Cut the ropes 16-18" long.
2. Give each child a paper plate. Pour some of each kind of snack onto the paper plates.
3. Thread the rope through the middle hole of each piece of snack until there is only 2" of it showing on each end.
4. Tie the snack bar necklace around the children's necks and the snacks are ready to munch during the movie.



Let's All Go to the Lobby...
Concession stand popcorn

Have fun counting popcorn kernels or just playing around with your own homemade popcorn container!

MATERIALS:

- PLASTIC MARGARINE TUBS
- CONSTRUCTION PAPER
- WHITE PAPER OR PACKING PEANUTS
- GLUE
- STICKERS
- MARKERS OR CRAYONS

INSTRUCTIONS:

1. Have the construction paper cut to fit the width of a margarine tub. One piece should be able to wrap around the entire tub.

2. Have the children decorate the strip of paper with stickers and drawings.

3. Glue the construction paper on the outside of the margarine tubs to cover. Set aside to dry while making the popcorn.

4. Tear the white paper into strips, then tear again to make roughly square-sized pieces. (This may require demonstration). Or, use the packing peanuts and skip this step and the next. Instruct the children not to eat the packing peanuts.

5. Crumple the squares to resemble popcorn.

6. Put the popcorn in the decorated tubs.

VARIATIONS:

Turn this craft into a counting game where children put the popcorn in and out of the tub with tweezers.

Star Light, Star Bright, Let's be a Hollywood Star Tonight

Be a star or just make one. These stars can be used for the "Walk of Stars" or to add glamour to the room as decoration.

MATERIALS:

- STAR (SEE PAGE 28)
- PAPER PLATE
- NEWSPAPER SHEETS
- SPONGE
- TEMPERA PAINT (WHITE, SILVER, OR GOLD)
- PLASTIC PLATES (SMALL)
- GLITTER (SILVER OR GOLD)
- STRING

INSTRUCTIONS:

1. Before you begin, have paint ready to use in small plastic plates, and cut out enough star templates for everyone.

2. Lay the paper plate on enough newspaper sheets to catch extra paint, and place the star cutout in the center of a paper plate.

3. Hold the star in place while you put the sponge in paint and sponge paint around the stencil, covering the entire plate with paint.

4. While the paint is still wet, sprinkle glitter around the plate.

6. Let dry.

7. Lift off the star pattern and discard.

8. Punch a small hole in the top of the plate. Tie the string through the hole then hang the plates around the library.

Snow White and the Seven Dwarves Finger Puppets

Snow White and the seven dwarves come alive in this craft! You will love wearing these finger puppets!

MATERIALS:

- CHARACTER TEMPLATE (PROVIDED)
- CHILD SCISSORS
- MARKERS OR CRAYONS
- TAPE

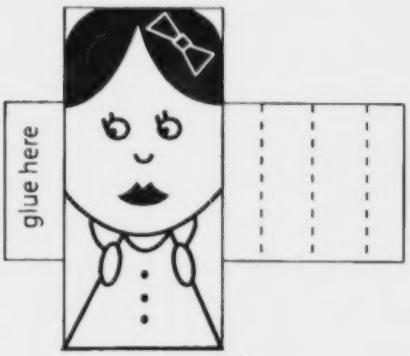
INSTRUCTIONS:

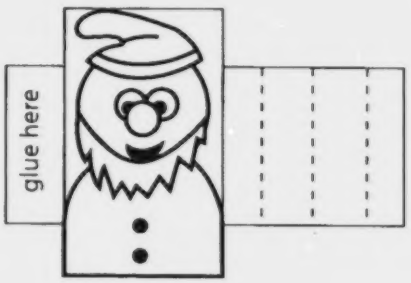
1. Make copies of template ahead of time.
2. Give each child a copy of the template and have them color the characters.
3. Cut along the lines.
4. Roll and tape each piece of paper into a tube the width of a finger so that the characters fit on fingers.
5. Put characters on fingers and thumbs and have them sing and talk to each other.

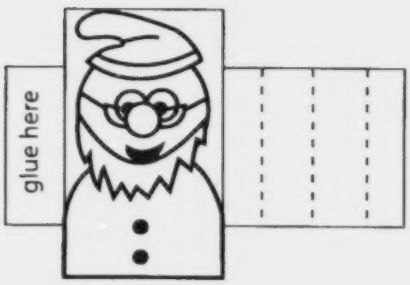
VARIATION:

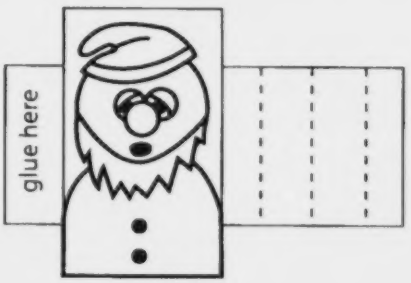
Enlarge the puppets and place around toilet paper tubes for bigger puppets or a display.

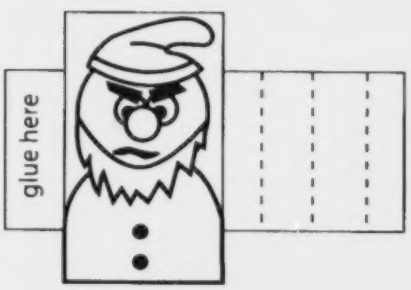
CUT OUT AND DECORATE THESE "SNOW WHITE" FINGER PUPPETS.

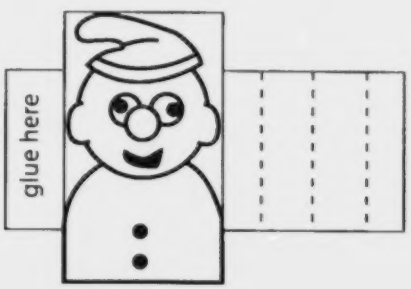


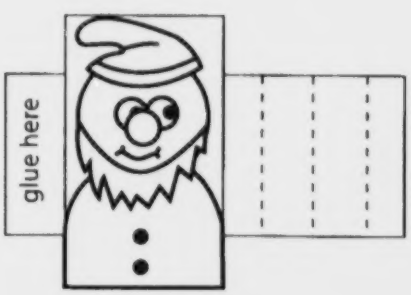


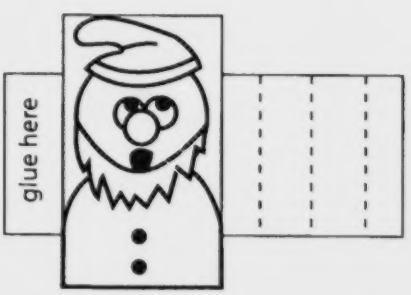






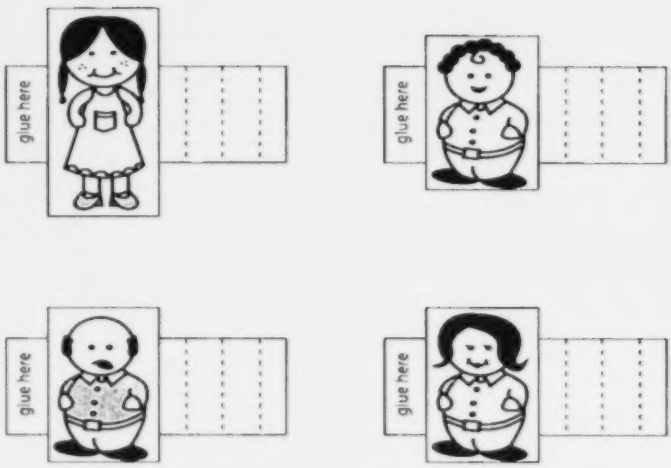






Wizard of Oz Finger Puppets

Did you realize there is much more to "The Wizard of Oz" than what you see in the movie? Use these finger puppets to start an Oz discussion!



MATERIALS:

- WHITE PAPER
- SCISSORS
- MARKERS OR CRAYONS
- TAPE

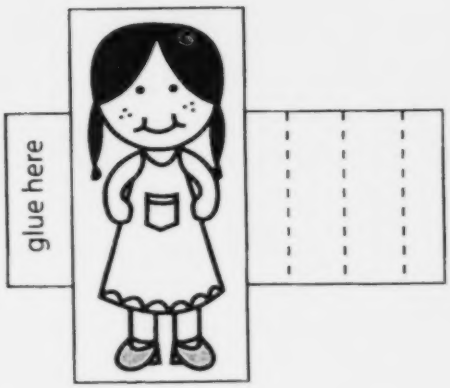
INSTRUCTIONS:

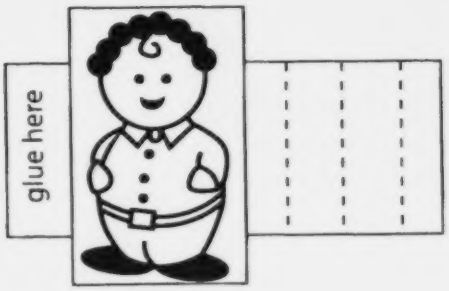
1. Cut five pieces of paper the length of a finger and wide enough to wrap around finger.
2. Draw Munchkin faces and clothes on four of the pieces of paper and Dorothy on the fifth piece.
3. Roll and tape each Munchkin piece of paper into a tube the width of a finger so that the munchkins fit on four fingers. Roll and tape the Dorothy piece of paper to fit on thumb.
4. Put Munchkins on fingers and Dorothy on thumb and have them sing and talk to each other.

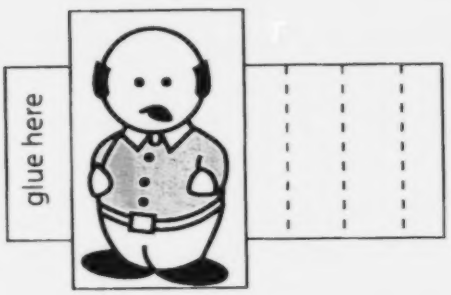
DISCUSSION:

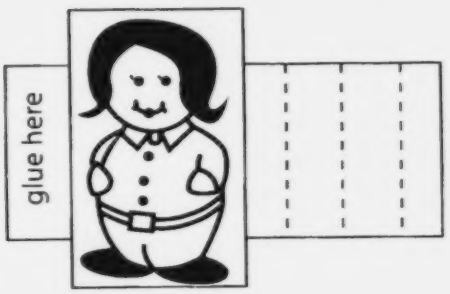
Besides *The Wizard of Oz*, L. Frank Baum wrote six other books in the Oz series: *The Marvelous Land of Oz, Ozma of Oz, Dorothy and the Wizard in Oz, The Road to Oz, The Emerald City of Oz,* and *The Patchwork Girl of Oz.* He also wrote seven Little Wizard stories of Oz: *Tik-Tok of Oz, The Scarecrow of Oz, Rinkitink in Oz, The Lost Princess of Oz, The Tin Woodman of Oz, The Magic of Oz, and Glinda of Oz.* Baum says in his introduction to *The Wonderful Wizard of Oz* that the traditional fairy tales of Grimm and Andersen used "horrible and bloodcurdling incidents" to relate a "fearsome moral." He wanted *The Wonderful Wizard of Oz* to be different, writing: "It aspires to being a modernized fairy tale, in which the wonderment and joy are retained and the heartaches and nightmares are left out." How are his books different from traditional fairy tales? There are many differences between the book and the movie. For instance, in the book Dorothy's slippers are silver instead of red. Can you name some other differences?

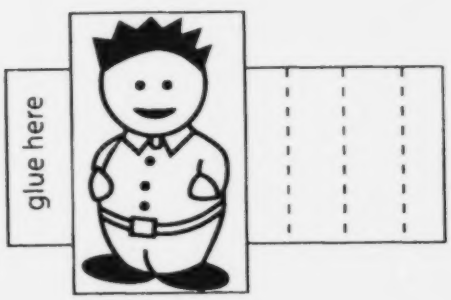
Wizard of Oz finger puppets











Mixed-up Movie Stars

Spin your way into the world of dress-up by mixing and matching cutout characters!

MATERIALS:

- CARTOON CHARACTER TEMPLATES (PROVIDED)
- SCISSORS
- WHITE PAPER PLATES (TWO DIFFERENT SIZES)
- BRADS
- GLUE
- MARKERS OR CRAYONS

INSTRUCTIONS:

1. Ahead of time:
   a. On each plate use a ruler to draw lines dividing the plate into quarter sections. At the top of the line (where the 12, 3, 6, and 9 would be if the plate were a clock) draw a large dot.
   b. Use the brads to attach the smaller plates to the centers of the larger plates.
   c. Copy character templates.

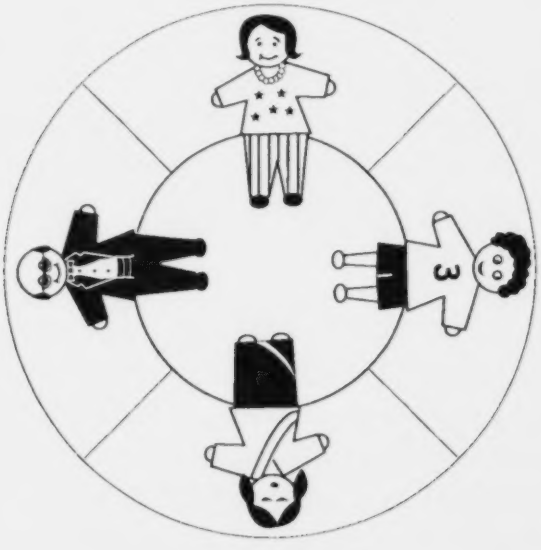
2. Color and cut out pictures of cartoon characters from the template sheets, or make your own.

3. Cut the picture of the character in half at the waistline.

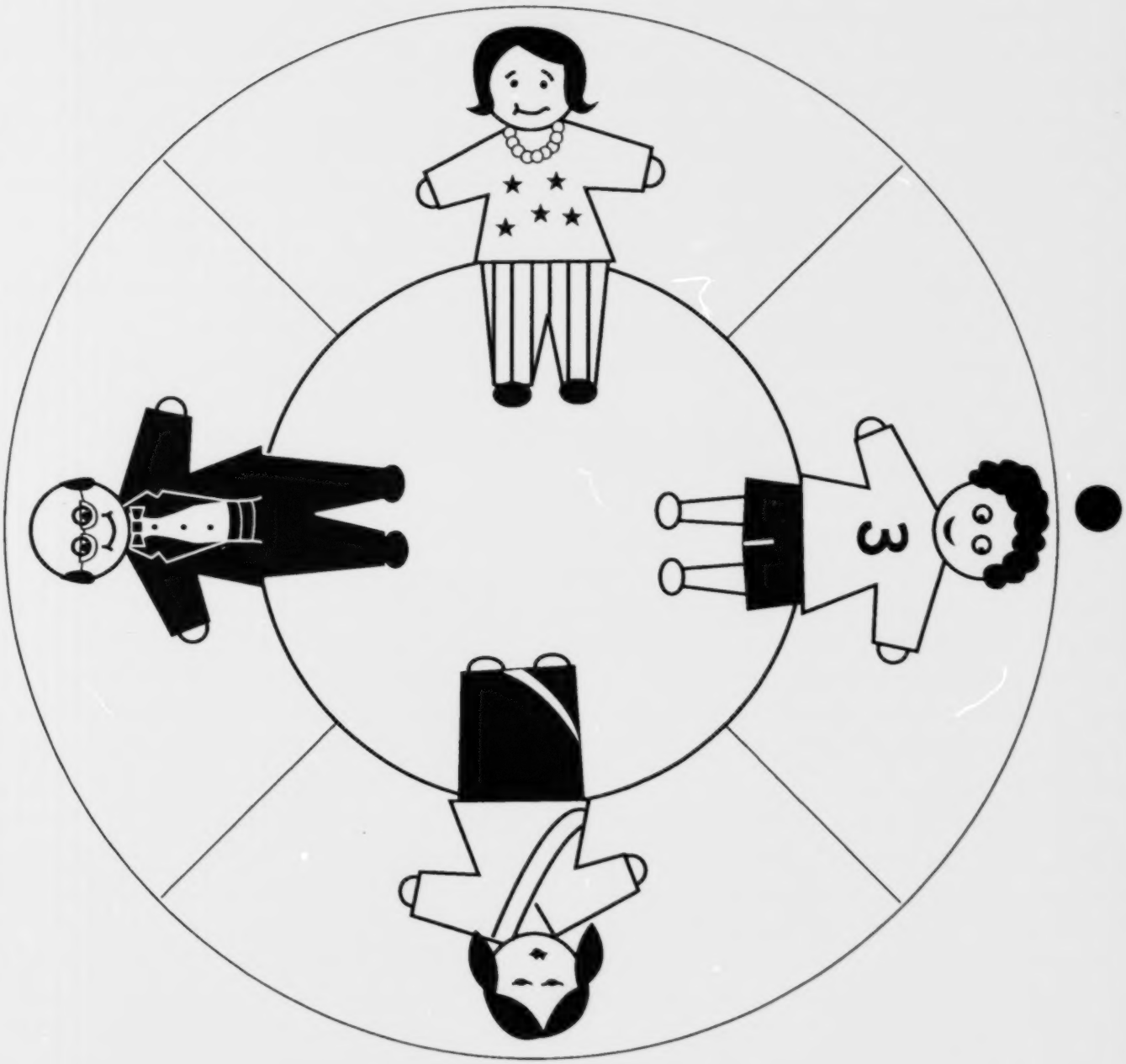
4. On the small plate glue the bottom halves of the characters on the dots with the feet pointing to the center.

5. On the large plates glue the top halves of the characters on the dots.

6. Spin the smaller plate to mix and match the pictures.



YOU MAY ENLARGE THIS ON YOUR PHOTOCOPIER.

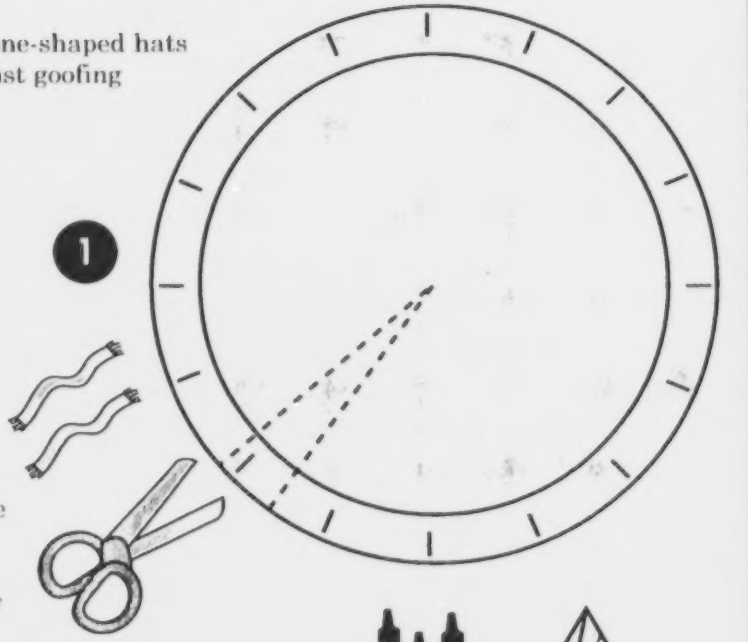


Have a Mad Hatter Tea Party

Top off a costume with a silly hat! These cone-shaped hats are great for being a princess, a clown, or just goofing around.

MATERIALS:

- MASKING TAPE
- TOWEL OR OTHER FUZZY CLOTH
- WHITE PAPER PLATE
- RIBBON
- SCISSORS
- STAPLER
- CRAYONS



INSTRUCTIONS:

1. Ahead of time:
   a. Cut a thin pie-shaped slice out of the paper plate from the edge to the center of the plate.
   b. Cut ribbon into strips approximately one foot long.

2. To help the masking tape lose some of its stickiness, tear off strips of tape, stick them to the t... then pull them off.

3. Crisscross the tape in patterns or at random on the plate.

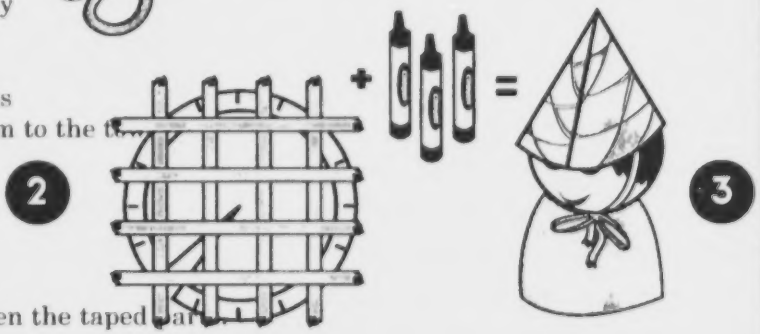
4. Use crayons to color the whole plate, even the taped par...

5. Pull up the tape. Ta-dah. You should have a plaid pattern on your hat.

6. Help form the hat by bringing the cut edges of the plate together and stapling to form a cone shape. You will need to help the preschoolers.

7. Staple a ribbon on each side of the hat.

8. Now let everyone wear their hats and sing "A Very Happy Un-birthday".



Paper Plate Masks

Play with your friends in your homemade masks! You can use your mask to play a character, guess who is who behind the mask, or save it for Halloween!

MATERIALS:

- PAPER PLATES
- MARKERS OR CRAYONS
- YARN OR ELASTIC THREAD
- CHILD SCISSORS
- GLUE STICKS
- DECORATIONS SUCH AS SEQUINS, BUTTONS, FEATHERS, POM-POMS

INSTRUCTIONS:

1. Before you begin, make a viewing hole in the plate by cutting out a strip about 2" tall and 5" wide, positioned 1/3 of the way down from the top of the plate. Individual holes can be used, but the strip is safer.

2. Decorate the mask to look like a favorite character by adding a nose, mouth, ears, and any distinguishing facial features. You can use pre-cut hat pieces.

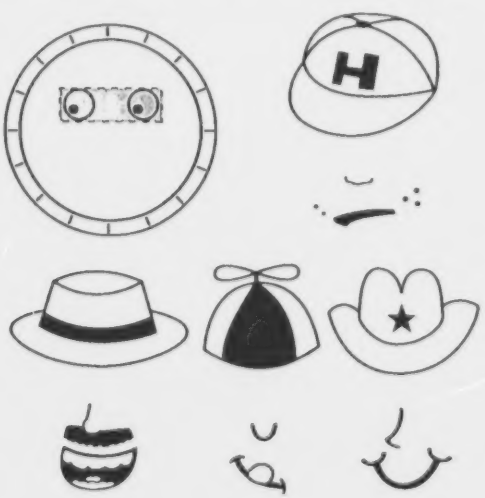
3. Cut two pieces of yarn about a foot long (or use one piece of elastic thread.)

4. On each side of the plate put one end of a piece of yarn through the hole and tie it securely.

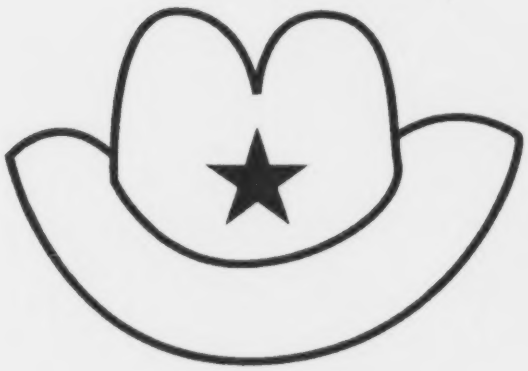
5. Tie the mask on the students behind their head with the two pieces of yarn or with the elastic thread.

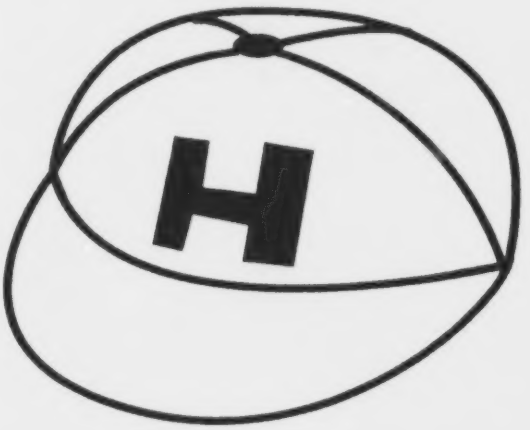
6. Let everyone act out their characters in free play or a short skit.

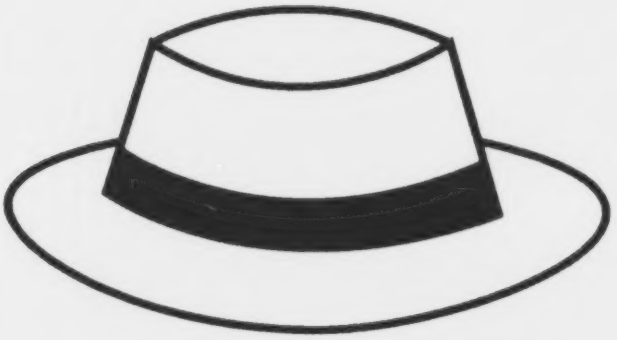
7. Let everyone trade masks and act out each other's characters.

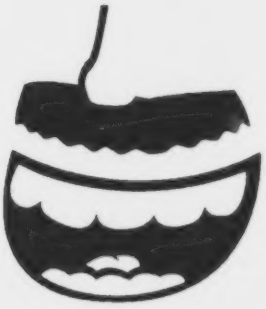


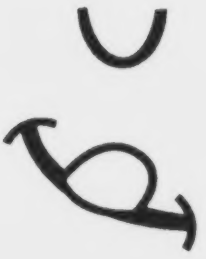
ENLARGE THESE SHAPES ON YOUR PHOTOCOPIER.







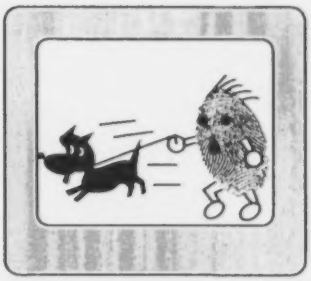


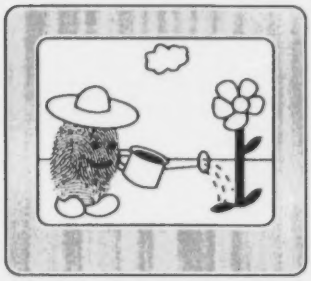


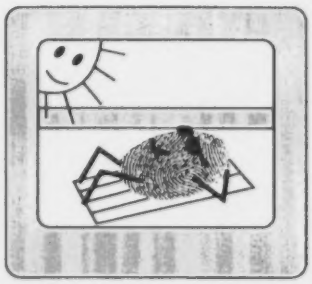
ENLARGE THESE SHAPES ON YOUR PHOTOCOPIER.

Making Cartoons: Thumb Fun!

Animation cells







Watch your fingerprints come to life by making them into active little people!

MATERIALS:

- SLIDE MOUNTS (THE FRAME FROM A PHOTOGRAPHIC SLIDE)*
- INK PAD (ANY COLOR)
- MARKERS (THIN)
- WHITE PAPER
- CLEAR TAPE

*THESE CAN BE OBTAINED AT PHOTOGRAPHY STORES FOR ABOUT TEN CENTS EACH. OR ASK PARENTS TO DONATE THEIR OLD SLIDES AND REMOVE THE FILM.

INSTRUCTIONS:

1. Ahead of time measure the outside of the slide and cut the paper into squares of the same size.
2. Use an ink pad to put a thumbprint in the center each piece of paper.
3. Draw a face, arms, and legs on the thumbprint to make it a person or animal.
4. Try to have 2-3 in a series.
5. Tape the empty slide on top to frame the picture.

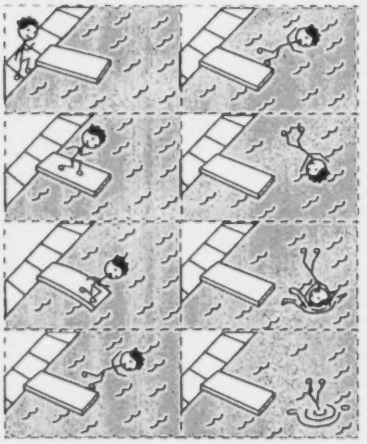
DISCUSSION:

What does the movie character you made do in your film? An animated film is made up of many single pictures. This is only one frozen moment in the movie. What was happening before? What happens next?

SCHOOL AGE CRAFTS

Be an Animation Artist!

How to create your own cartoon flipbook



Everybody wants to know the secret behind cartoons. Now you can not only learn how art comes to life but also become a cartoonist!

MATERIALS:

- SAMPLE FLIPBOOK
- WHITE PAPER CUT TO 4 1/4 X 5 1/2"
- SCISSORS
- GLUE
- MARKERS OR CRAYONS
- STAPLER

INSTRUCTIONS:

1. Discuss what makes the images appear to move in a flipbook.

2. Have everyone draw a sequence of events in the flipbook, changing the picture only a little bit in each drawing.

3. Cut out the pages to the appropriate size.

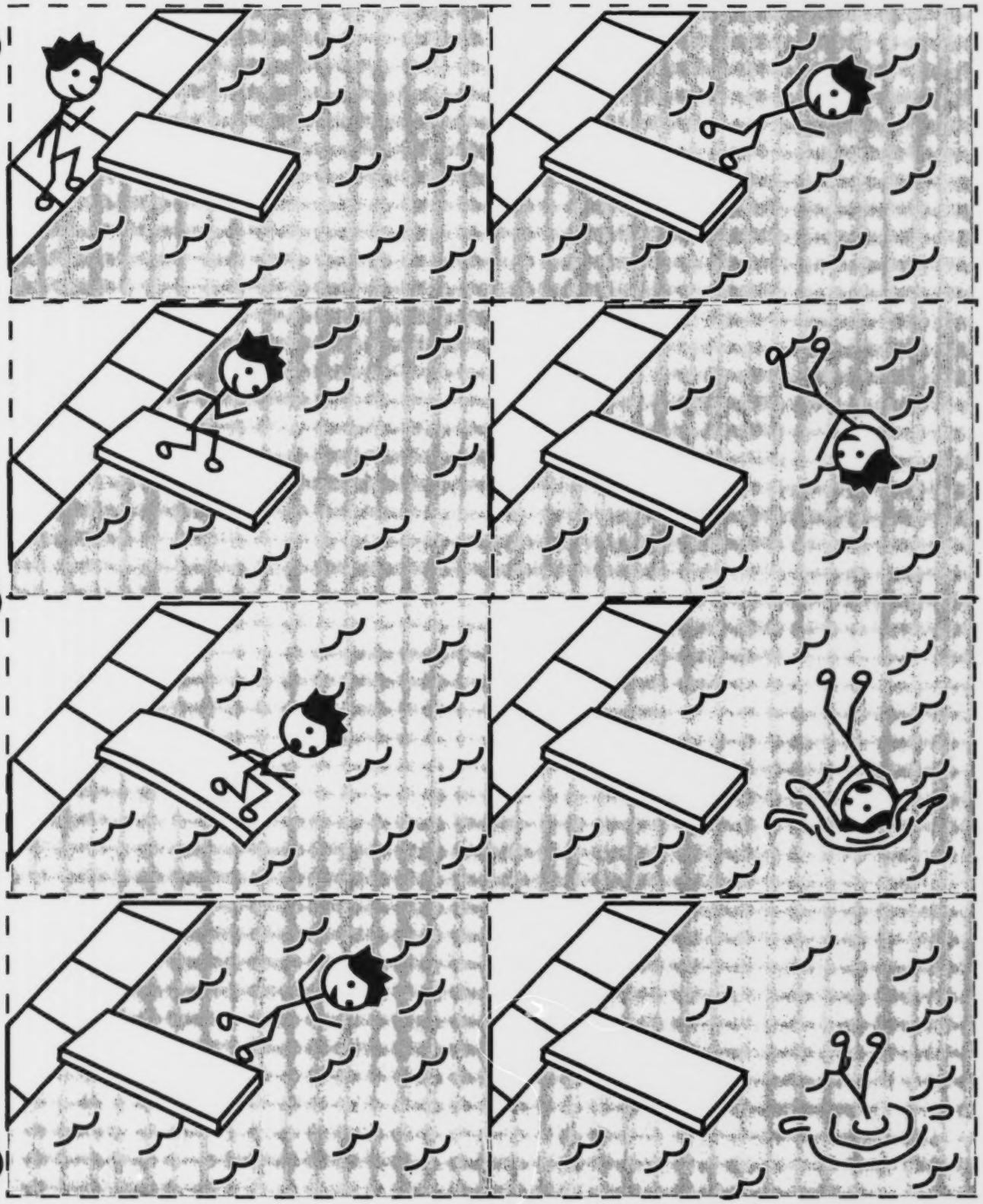
4. Help the children fasten the pages together on one side with the stapler.

5. Flip the pages of the book quickly to see the images "move."

DISCUSSION:

How are these flipbooks similar to an animated cartoon? Why does it look like the images are moving? What tricks do animation artists use to keep some parts of their cartoon exactly the same over and over again while they change only a small part? How many pictures do you think it takes to make a whole cartoon movie? What materials do animation artists use to draw their images?

Display the books so everyone can try out a different book.



Beautiful People Puppets

Today you're the puppeteer! Your favorite character not only lives onscreen but also beside you, in your pocket, or on your finger!

MATERIALS:

- CRAFT STICKS
- GLUE
- STYROFOAM BALLS (1 OR 2 IN.)
- COLORED FABRIC
- DECORATIONS SUCH AS BUTTONS, FEATHERS, YARN, BEADS, AND SEQUINS
- YARN

INSTRUCTIONS:

1. Cut the fabric into 5 x 5" pieces (one for each puppet).
2. Drape the fabric over the craft stick so that one end of the stick is pointing into the center of fabric and the other end sticks out past the edge of the fabric.
3. Take the fabric-covered stick and insert it into a styrofoam ball.
4. With the ball as the puppet's head, glue on decorations for facial features.
5. Glue yarn on puppet's head for hair.
6. Let dry.
7. Have the puppets sing a song together or talk to one another.

VARIATION:

Choose a book or movie and create the characters such as "Matilda" or "Harriet the Spy."

The Little Mermaid

Disney's movie *The Little Mermaid* was based on a book by Hans Christian Andersen. Whose telling of the story do the children prefer? Which elements of the story do they like? Dislike? Can they come up with their own changes to the story? Then, let them make their own mermaid.

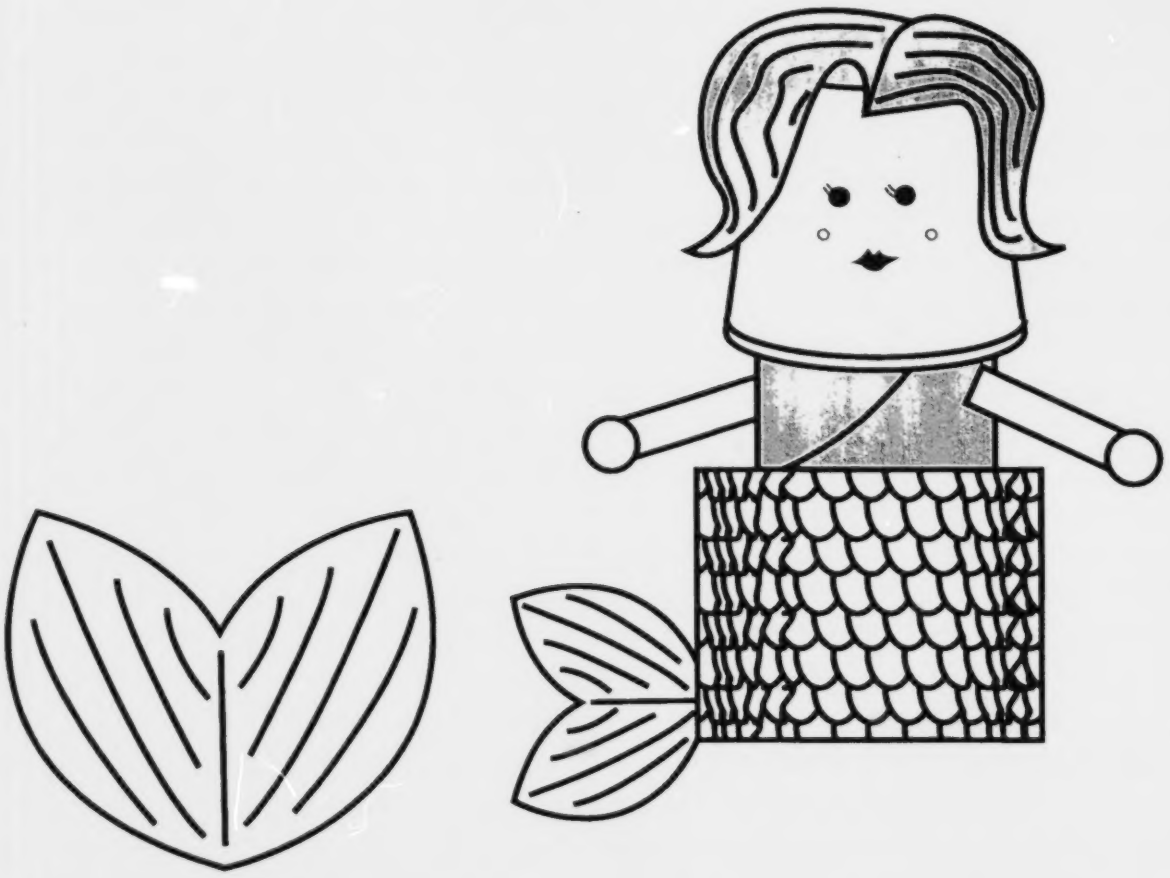
MATERIALS:

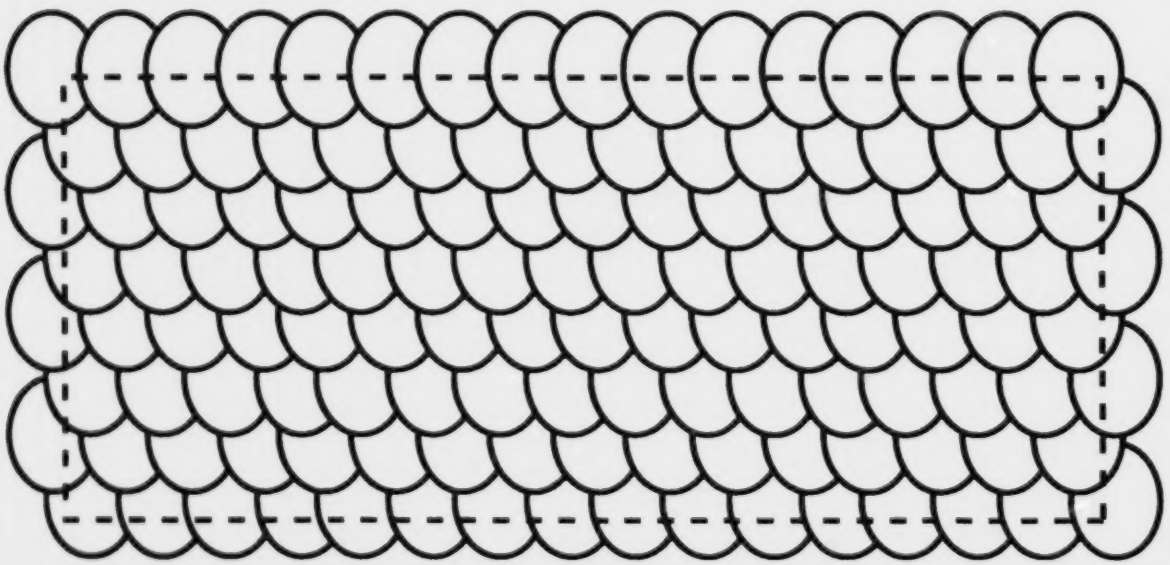
- TEMPLATE OF FISHTAIL AND SCALES (PROVIDED)
- GREEN COPY PAPER
- SMALL WHITE PAPER CUPS (DIXIE-STYLE)
- TOILET PAPER ROLL
- CLEAN, EMPTY FROZEN JUICE CAN
- COLORED CONSTRUCTION PAPER
- GLUE
- TAPE
- YARN
- MARKERS

INSTRUCTIONS:

1. Ahead of time, copy the template of the fishtail and scales on green paper.
2. Wrap the scales around the juice can and glue the edges of the paper together.
3. Cut out the fishtail.
4. Glue the fishtail towards the bottom part of the can so that it sticks out to one side.
5. Cover the toilet paper roll with construction paper and glue in place.
6. Cut out arms from the construction paper and glue them to the sides of the toilet paper roll.
7. Tape the toilet paper roll to the juice can to complete body.
8. Turn the small white cup up-side down. Draw a face on it and glue yarn (hair) on top.
9. Place cup on top of toilet paper roll so that the head rests on the body.

ENLARGE PATTERN TO FIT





Hollywood Snow Globe

MATERIALS:

- CLEAR JAR WITH LID, ANY SIZE
- MINERAL OIL
- METALLIC STAR CONFETTI
- PLASTIC TWIST TIES OR FIGURINES
- GLUE GUN

INSTRUCTIONS:

1. Tell everyone to bring a clean, clear jar with the lid from home. Tell them they may also bring a small figurine that will fit into the jar.
2. Those without figurines can make one out of plastic twist ties. They can make fun shapes, such as stars.
3. Glue the shape to the inside of the lid and let dry completely.
4. Fill the jar with star confetti and mineral oil until almost full.
5. Screw the lid on tightly, shake up, and invert to watch the stars fall.

Movie Scrapbook

Today you get to be a moviestar! Show your friends all the celebrity autographs you have collected!

MATERIALS:

CONSTRUCTION PAPER OR OTHER HEAVYWEIGHT PAPER (8 1/2 x 11" OR 9 x 12")
MOVIE MAGAZINES
MOVIE PARAPHERNALIA LIKE OLD TICKET STUBS AND EMPTY BOXES OF CONCESSION CANDY
SCISSORS
GLUE STICKS
STAPLER OR BOOK BINDING DEVICE

INSTRUCTIONS:

1. Cut out pictures of favorite characters from movies or books.
2. Glue one picture on each page.
3. Decorate each page with movie paraphernalia.
4. Staple or bind the pages.
5. Take turns pretending to be movie stars and sign autographs on the pages.

VARIATIONS:

Have children bring in a show-and-tell item from a memorable movie experience (like first movie, a movie with grandparents, or a big majestic theater) and share about it before they include it in their scrapbook.

Did You Know?

The top four movies of the 1940s were all Disney cartoons and included: Bambi, Pinocchio, Fantasia, and Cinderella.

(source: *Top Ten of Everything 2000*)

No Autographs, Please!
Glamorous glasses

Walk the runway in your shiny frames! These glamorous glasses will be the perfect finishing touch on any outfit!

MATERIALS:

COLORED PIPE CLEANERS
COLORED PLASTIC WRAP
SCISSORS
CLEAR TAPE

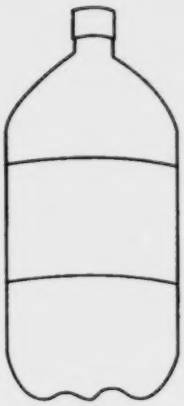
INSTRUCTIONS:

1. Cut the pipe cleaners to different lengths ranging from approximately 1 1/2 to 6" long.
2. Take two pipe cleaners of similar length and bend them into two circles.
3. Use the shortest pipe cleaner pieces to attach the two circles (see diagram).
4. Attach a pipe cleaner to the outside of each circle and bend at the end to make the ear-pieces.
5. Make the lenses for the sunglasses by cutting the plastic wrap larger than the size of the circles and taping and twisting in place.
6. Put on the shades and be a star!

VARIATION:

Have a contest with silly categories and vote for favorite glasses. Or figure out which famous people would wear each pair of glasses: Britney Spears, Elton John, Flavor-Flav, Harry Potter.

"And the Oscar Goes to..."
Academy Award statuettes



This craft allows you to make your own Oscar and come up with awards and winners for your very own categories!

MATERIALS:

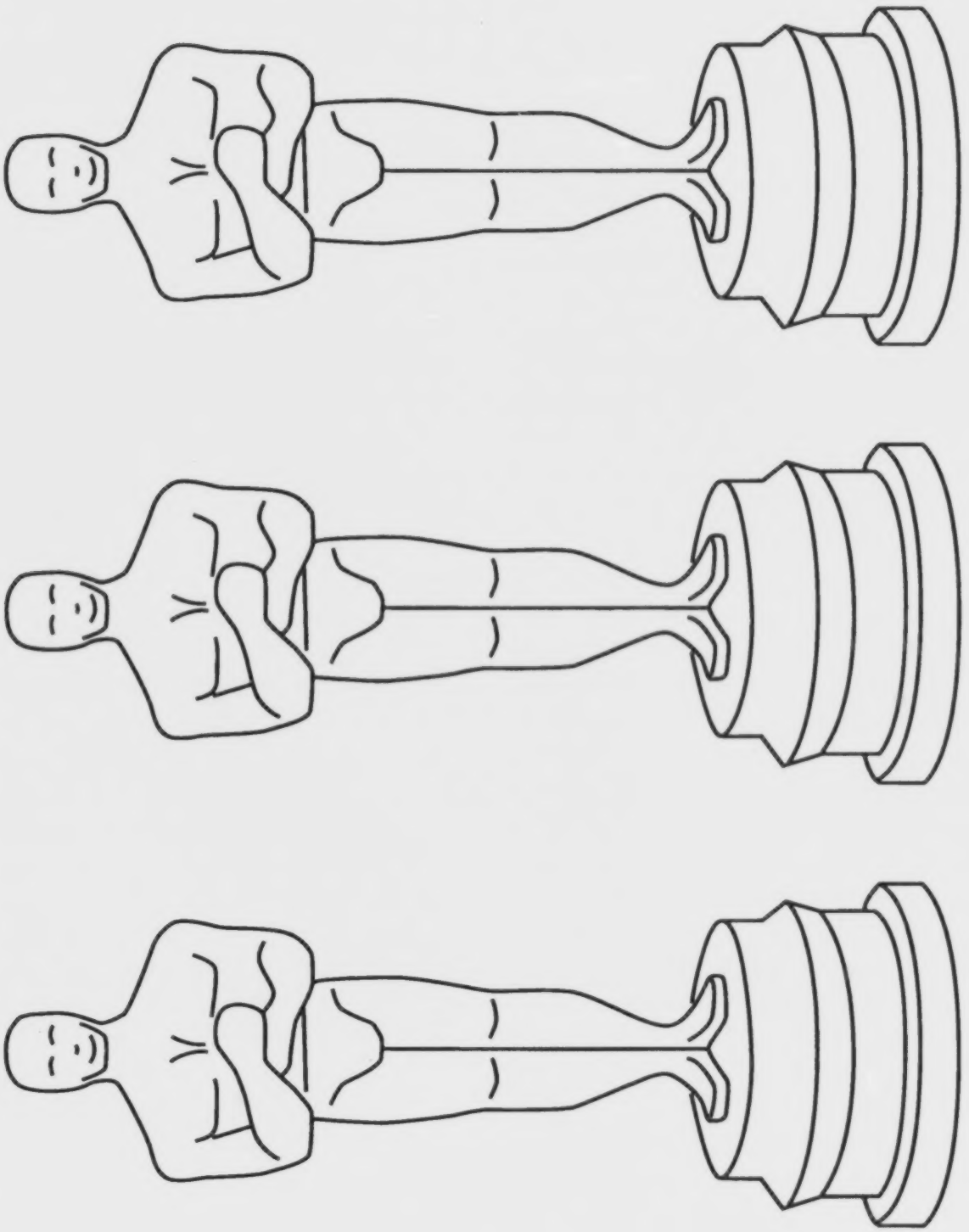
- PLASTIC 20 OZ. SODA OR WATER BOTTLES (CLEAN, WITH LABEL REMOVED)
- GOLD OR YELLOW TISSUE PAPER
- STATUETTE TEMPLATE (PROVIDED)
- GOLD GLITTER
- GLUE
- CLEAR TAPE
- SAND (OPTIONAL)
- MASKING TAPE (OPTIONAL)

INSTRUCTIONS:

1. Photocopy the statuette template ahead of time.
2. Optional: Fill the bottles about halfway with sand and tape tops on bottles with masking tape. This gives the "awards" more weight and helps them stand up better. If you choose to do this, have it ready before you begin and make sure the top cannot be removed.
3. Glue gold glitter on the paper statuettes for decoration and set aside to let glue dry.
4. Wrap the bottles in tissue paper and use clear tape to fasten the paper securely in place. The children may need a little help taping the neck of the bottle.
5. Cut out the paper statuettes.
6. Use clear tape to fasten the statuettes to the bottles.
7. Have your own Academy Award ceremony. Make a speech! Take a bow! Applaud each other!

DISCUSSION:

Which movie would you give an award? Which book would you give an award? Can you think of some crazy categories for awards, like "silliest song" or "creepiest character?" Think of an award you might get for doing something well, like Best Toothbrusher or Best Little Sister Helper. Who else do you know that deserves an award for something?



A Star Is Born

Sun catcher stars

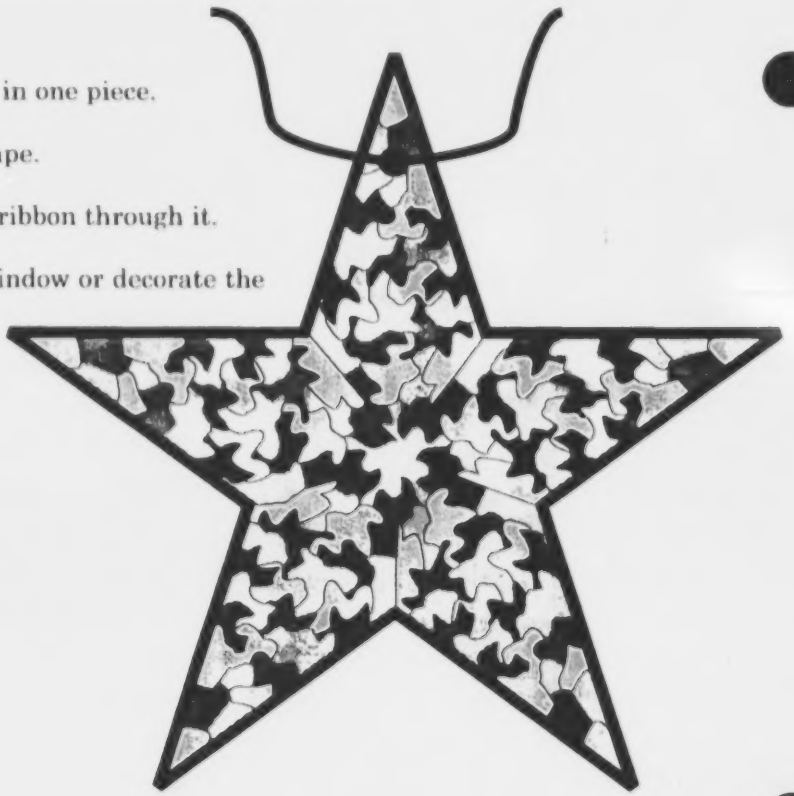
With stars already adorning the floor and ceiling, the windows can't be left out. When the light hits them, these colorful stars will add to the Hollywood magic in the room.

MATERIALS:

- STYROFOAM TRAYS
- WHITE CRAFT GLUE
- PAINTBRUSHES
- COLORED TISSUE PAPER (SEVERAL COLORS)
- SCISSORS
- HOLE PUNCH
- RIBBON

INSTRUCTIONS:

1. In the styrofoam tray, thin the glue with a few drops of water. Use the paintbrush to spread the glue mixture over the entire bottom of the tray.
2. Tear the colored tissue paper into tiny pieces. Layer them in the tray until the bottom of the tray is covered and the tissue bits are damp from the glue.
3. Allow to dry overnight.
4. Pull the dried tissue off the tray in one piece.
5. Use scissors to cut out a star shape.
6. Punch a hole in the top and put ribbon through it.
7. Hang the star suncatcher in a window or decorate the library.



Walk of Stars

Create a path made of stars! Everyone gets special attention with this craft!

MATERIALS:

- CARDBOARD (THIN, EASY TO CUT)
- STAR TEMPLATE (PROVIDED)
- READERS' PHOTOS (MUST BE SMALL ENOUGH TO FIT INSIDE STARS - BRING A POLARIOD OR DIGITAL CAMERA)
- SILVER AND GOLD DECORATION: SHINY FOIL, STAR STICKERS, OR GLITTER
- SCISSORS
- GLUE
- MARKERS

INSTRUCTIONS:

1. Use the star template to trace stars on cardboard and cut them out. You may want to do this before you begin.

2. Decorate the star with silver or gold decoration.

3. Glue the photo in center of star.

4. Write the child's name underneath the photo.

5. Tape the stars on the floor to form a pathway that children can walk along.

VARIATIONS:

Tell the children that each star on the Hollywood Walk of Stars has a picture next to the famous person's name representing what the person is good at doing (movies, TV, music). Ask the children what they are good at doing and have them cut out a picture of it to paste next to their name.

Use movie magazines (like *Premiere* and *Entertainment Weekly*) to find pictures of movie stars or cartoon characters. Cut out the pictures and paste them in the center of the star. Write the name of the movie star underneath the picture. Discuss the people on the stars, why they were chosen, and what movies they are in.

Star can be displayed on the wall or on a door instead of the floor.

Use the children's handprints. Cut the handprints out and laminate to put on the floor. Talk about Mann's Chinese Theater where there are real handprints of famous actors.

USE THIS STAR TEMPLATE OR CREATE ONE OF YOUR OWN.

Make your Mark

Recreate Mann's Chinese Theater! Make a print with Plaster of Paris of the children's hands or feet and decorate the walls with them.

MATERIALS:

- PLASTER OF PARIS
- LARGE PLASTIC BOWL (LIKE A BIG COTTAGE CHEESE CONTAINER) AND STIRRER (TO MIX THE PLASTER)
- AN ALUMINUM PIE PLATE OR A PLASTIC LID
- A LARGE PAPER CLIP
- PERMANENT MARKER

INSTRUCTIONS:

1. Wear old clothes and work outside if possible. Before you begin, collect a large container to mix the plaster in and a low, wide container to mold the handprint in.

2. Mix a small amount of Plaster of Paris with water in the large container. The plaster should be stiff but creamy.

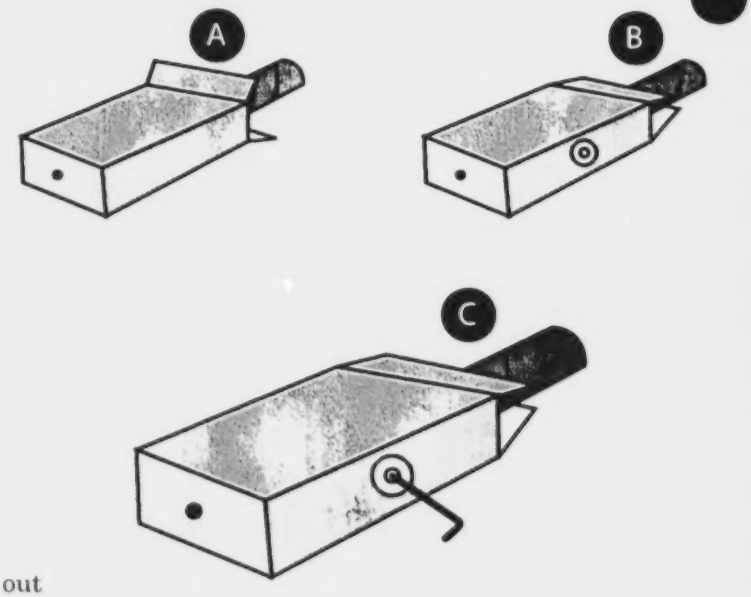
3. Pour the plaster into the flat container. Have the child make a handprint (or a footprint) in the plaster.

4. Before the Plaster of Paris hardens, push a partly unfolded paper clip into the plaster (this is how you will hang it on the wall). You could use a straw to make a hole in the plaster instead. The mold can be removed after twenty minutes, but it won't be completely dry for 24 hours.

5. Write the name of the child, the date, and the age of the child on the back of the plaster using a permanent marker.

Behind the Scenes

Movie cameras



Have fun with a "pretend" video camera! What will you film today?

MATERIALS:

- MINIATURE CEREAL BOXES
- EMPTY TOILET PAPER ROLLS CUT TO HALF SIZE OR SMALL PAPER CUPS
- HOLE PUNCH
- TEMPLATES
- SCISSORS
- MASKING TAPE
- BLACK CONSTRUCTION PAPER
- BRADS
- PIPE CLEANERS

INSTRUCTIONS:

1. Ahead of time, make templates to cut out construction paper in strips and circles.
2. Cover the sides of the cereal boxes with the construction paper strips, gluing it in place and then letting it dry.
3. Open miniature cereal boxes at both ends. At one end cut off one of the big flaps and punch a hole in the other flap. Close the flap and tape shut.
4. At the other end of the cereal box, pull flaps straight out and insert the toilet paper roll or paper cup just enough to be able to tape the flaps over it securely. See diagram "A."
5. At the center of one of the wide sides of the box use scissors or awl to make a small hole.
6. Push a brad through the center of one of the construction paper circles.
7. Use the brad to attach the circle to the hole on the wide side of the box. See diagram "B."
8. Bend a pipe cleaner at one end to form a handle. See diagram "C."
9. Tape the other end of the pipe cleaner to the circle.
10. Start filming! Look through the hole at one end out the tube-shaped "lens" at the other end. Turn the handle like a crank to operate the camera.

YOUNG ADULT CRAFTS

Puppet Playhouse

These easy-to-make puppets are wonderful additions to the stuffed animal theater. They can be used to act out books or movies or to improvise new stories. Encourage everyone to develop their characters by giving them not only a name, but also a background. What does the puppet character like to do? Does he/she have a family and, if so, what are they like? What does the character's voice sound like? Does the character move and walk in a distinctive way?

Materials:

- Styrofoam plate
- Craft sticks
- Colored construction paper (approx. 9 x 12")
- Pipe cleaners (cut into pieces)
- Scissors
- Tape
- Glue sticks
- Decorations: wiggly eyes, buttons, uncooked beans, stickers, bric-a-brac and other sewing notions

Instructions:

1. To make the puppet's head, cut a circle out of the Styrofoam plate.

2. To make the puppet's body:
   a. Tape two craft sticks end to end.
   b. Then, tape the back of the puppet's head to one end of the elongated craft stick.

3. To make the puppet's clothes:
   a. Fold a sheet of construction paper in half width-wise.
   b. With the fold at the top, cut the folded paper on each side to make a t-shape (resembling a shirt).
   c. Keeping the fold at the top, make a small cut in the fold.
   d. Put the craft stick through the cut at the top with the head poking out.
   e. Glue the costume closed.

4. Make hair with the pipe cleaners by piercing them through the top of the head, and bend in different directions.

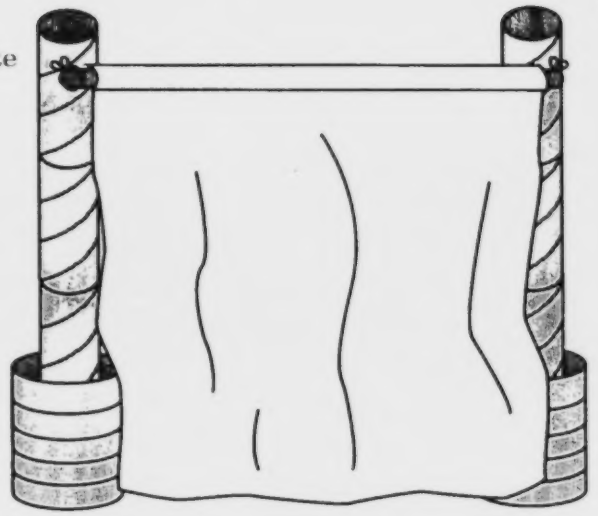
5. Use the decorations to make facial features. (Beans make good ears and nose.)

6. Decorate puppet's clothes.

7. Let the puppet sing, dance, and act out scenes.

Broomstick Theater

"Ladies and gentlemen, we now present to you..." Broomstick Theater! Use your favorite puppets or stuffed animals with this craft!



MATERIALS:

- EMPTY PAPER TOWEL ROLLS (6 - 8)
- MASKING TAPE
- STRING
- SCISSORS
- CLEAN, EMPTY JUICE CANS (2)
- PLASTER OF PARIS
- MIXING STICK
- BROOM HANDLE
- LARGE PIECE OF FABRIC OR A SHEET
- SAFETY PINS, NEEDLE AND THREAD, OR STAPLER

INSTRUCTIONS:

1. Tape the paper towel rolls end to end to make two long poles. The length can vary as long as the poles are the same height.
2. Cut two pieces of string six inches long.
3. Make the string into two loops big enough for the broom handle to fit through them. Tie the ends of the loop into a knot.
4. Place the paper towel poles side by side on the floor.
5. Line up the poles side by side and tape a loop about six inches from one end of each pole.
6. Fill both juice cans almost to the top with plaster of Paris and stir with stick.
7. Put a pole in each can of plaster of Paris and stand it up straight with the loops at the top. Let plaster of Paris harden.
8. Place the poles several feet apart and put the broom handle through the loops.
9. Cut fabric or sheet to dimensions that match the width between the two poles and the length from the broomstick to the floor.
10. Fold the top of the fabric over the broomstick and pin it or sew in place.

For additional ideas, see Decorations section: Stuffed Animal Theater, page E-1.

Make a Scene

Scenery for Broomstick Theater

Now that you've made your broomstick theater, decorate it any way you like! Then act out your favorite scene or make one up for hours of endless fun!

MATERIALS:

- COLORED PAPER
- CARDBOARD
- CRAYONS OR MARKERS
- SCISSORS
- GLUE
- CRAFT STICKS
- MASKING TAPE

INSTRUCTIONS:

1. Draw scenery like shrubs, trees, and animals on colored paper.
2. Glue paper to cardboard.
3. Cut out scenery.
4. Tape a stick to the back of each piece of scenery.
5. Place scenery on either side of stage by inserting stick into hollow end of poles.

Storyboards

Storyboards are used in movie making after the script is written to map out how it will look. The students can use this project as part of a larger effort to put on a full production, whether it's a puppet show, play, or video movie. The "Mixed-up Movie" (see G-12) created with the improv game is a good place to start. Before beginning the storyboards, the group should have already agreed on which book will be made into a movie, discussed what happens in the book, and decided what will be included in the movie.

MATERIALS:

WHITE POSTER BOARD OR PHOTOCOPIED SHEETS FROM TEMPLATE
MARKERS AND COLORED PENCILS
RULERS
BOOK ON INDUSTRY TERMINOLOGY

INSTRUCTIONS:

1. Divide into groups (3-4 people).

2. Use a marker and ruler to draw lines dividing the poster board into four sections or use photocopied pages from the following template.

3. Pick one scene from the movie. Have a brainstorming session on how it will be portrayed. Quickly come up with as many ideas as possible of what it could look like. Be open to all the wild ideas that pop up.

4. When there are a variety of ideas to choose from, start to narrow down to the best ones. Discuss logistics. An idea may be good, but is it feasible? Listen carefully to everyone's ideas and collaborate.

5. Draw sketches of four frozen moments that accurately portray the scene.

6. Designate someone in the group to explain the storyboard and discuss how that person will communicate the ideas. Remember that the picture should accomplish most of this.

7. Gather all the groups together and have each group take turns presenting their storyboard.

STORYBOARD

"Quiet on the Set!"
Shoe box dioramas

When a movie is created, each scene uses a specific set that has been carefully designed by the movie crew. They must consider things such as paint color, furniture, and space. Keep these things in mind when you build your own movie set!

MATERIALS:

WHITE COPY PAPER
CRAYONS, MARKERS OR COLORED PENCILS
SHOE BOXES (ONE FOR EACH GROUP OF 2-4 PARTICIPANTS)
CARDBOARD
CRAFT ITEMS LIKE PIPE CLEANERS, CLAY, COTTON BALLS, CRAFT STICKS
NATURAL ITEMS LIKE PEBBLES, TINY FLOWERS, TWIGS
DOLL FURNITURE

INSTRUCTIONS:

1. Cut the paper into one 10 x 4" rectangle (the backdrop) and two 4 x 4" rectangles (the flats).
2. Draw background scenery on the pieces of paper.
3. Place the shoe box set on its long side with the opening facing forward.
4. Glue the backdrop (10 x 4" piece) to the back of the box.
5. Cut two pieces of cardboard to 4 x 4" size
6. Glue the flats (4 x 4" pieces) to the cardboard.
7. Position the flats at an angle facing out on either side of the backdrop. Use bits of clay to stick the bottom part of the flats to the floor of the set, and hold the flats upright.
8. Make set pieces using pipe cleaners, clay, craft sticks and cotton balls.
9. Place the doll furniture and set pieces inside the box to represent a movie set.

DISCUSSION:

Show and tell the dioramas. Have students talk about why they designed their sets the way they did.

MOVIE TRIVIA:

To create the tornado in the *Wizard of Oz,* they swirled a silk stocking in front of the camera.

Let's Make a Scene!

Make Your Own Clap-Board

MATERIALS:

CARDBOARD
SCISSORS
PAINT IN WHITE AND BLACK
PAINT BRUSHES
ONE METAL BRAD
GLUE GUN

INSTRUCTIONS:

1. Cut the cardboard into a rectangle shape about 1' long and 10" high. This will be piece "A."
2. Cut the top inch off the piece of cardboard. This will be piece "B."
3. Cut another piece of cardboard, 2" long and 3" high, which will be piece "C."
4. Glue piece C to the back, upper left-hand corner of the piece A.
5. Paint pieces A, B, and C black and let dry.
6. Stick the brad through the left end of piece B.
7. Lay piece B above piece A and line them up. The brad should be laying on top of piece C.
8. Stick the brad through piece C, then fasten loosely to where piece B can move up and down.
9. Now that piece B is laying above piece A and is connected, you can paint the white lines on the top section.
10. You can make the rest of the clap-board to look as you wish or you can copy the complete design.

Make-up Artist

In movies and theater, the make-up for characters is planned using a book called a "make-up morgue."

MATERIALS:

- MAGAZINES
- SCISSORS
- GLUE
- PEN
- WHITE PAPER
- STAPLER

INSTRUCTIONS:

1. Take seven pieces of paper and label each with a different heading to represent the following character categories: old age, youth, glamour, animals, hair, facial hair, and unusual characters.

2. Use the magazines to find pictures that fit the seven categories. For instance, look for bizarre hairstyles to put on the "hair" page and fantasy creatures like robots and fairies to put on the "unusual characters" page.

3. Cut out the pictures.

4. Glue the pictures on the page with the appropriate heading.

5. Bind the pages by stapling in the upper left hand corner.

DISCUSSION:

Give the students a chance to share their books with one another and talk about what they chose. Then, gather as a group and take turns showing a characteristic they found especially interesting, like a very bushy mustache or an extra cute baby.

MOVIE TRIVIA:

The original Tin Man in *The Wizard of Oz* was actor Buddy Ebsen. Jack Haley got the part instead because Ebsen found he was allergic to the silver make-up.

You've Been Framed

MATERIALS:

- CARDBOARD
- TEEN MAGAZINES
- SCISSORS
- MAGNET STRIP
- GLUE GUN
- PASTE
- NEWSPAPER STRIPS
- BRIGHT PAINT (ACRYLLIC OR TEMPERA)
- METALLIC STAR CONFETTI, STICKERS, ETC.

INSTRUCTIONS:

1. Let everyone pick a picture of their favorite movie star out of the magazines or bring a photo from home. Tell them to try to find a small to medium sized picture.

2. Cut the picture out.

3. Get a piece of cardboard larger than your picture.

4. Carefully cut a square or rectangle out of the center of the cardboard with a utility knife, but leave a thick border around the picture.

5. Cover the frame with a layer of paste, then a layer of newspaper strips. Do this until the frame is completely covered. Let dry.

6. Paint the frame with colorful acryllic paint and let dry.

7. Decorate the frame with metallic stars, miniature pictures of clap boards or other Hollywood paraphernalia.

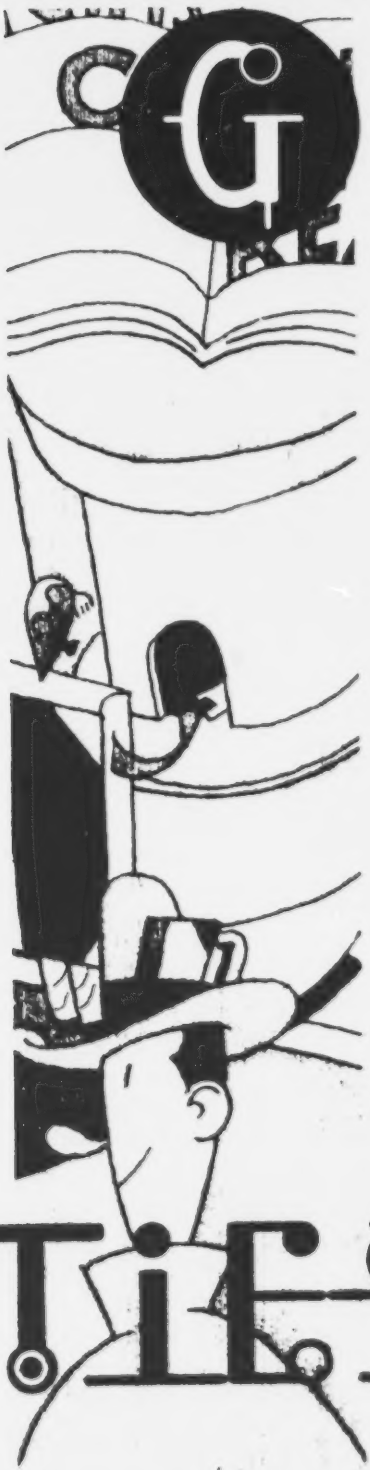
8. Glue the picture to the back of the frame so you can see it through the opening.

9. Glue a magnet strip to the back of the top of the frame.

10. Once dry, display the shining star to your fridge.

Worksheet

Use this page to list other ideas you have for crafts. You may want to list book resources and page numbers here as well as any special supplies you may need.



ACTIVITIES

BEST COPY AVAILABLE

PRESCHOOL PUZZLES

Connect the dots!

BEST COPY AVAILABLE

Which two of the following are alike?

Storyboard Puzzle

MATERIALS:

STORYBOARD PICTURE TEMPLATE (PAGE F-35)
PAPER LETTER STRIPS
SCISSORS
GLUE
MARKERS OR CRAYONS

INSTRUCTIONS:

1. Ahead of time photocopy the storyboard picture template (provided) and cut out the pictures.

2. Discuss what a storyboard is and how a writer tells other people what will happen in the movie. Show an example of what a storyboard looks like (provided).

3. Give the children the four photocopied pictures and a letter strip.

4. Ask the children to sequence the pictures in the order that they happened and glue them on the letter strips.

5. Color the storyboard.

VARIATION:

Make a movie storyboard from a favorite book. What do the characters do? How do they react?

DISCUSSION:

What do you think your movie is about? What would the title of your movie be? How did your movie begin? How will it end?

PRESCHOOL ACTIVITIES

Act Like an Animal!

In this acting exercise, children use the familiar format of the game "Duck Duck Goose" to develop characterizations of their favorite animals. No materials are needed–just an open area with enough room for children to move around.

INSTRUCTIONS:

1. Have everyone sit in a circle. If there are more than ten children, break into groups of at least four.

2. One person starts walking around the outside of the circle patting each person on the head and saying, "duck" every time someone gets a "pat."

3. Eventually someone is picked and names an animal, like "monkey," as his or her head is being patted.

4. The picked child gets up and acts like a monkey, chasing the child around the circle.

5. The first person must make it around the circle to the "monkey's" seat before being tagged by the "monkey."

6. If tagged, the first person sits in the middle until the next person is tagged out. If not tagged, the first person retains the "monkey's" seat.

7. The "monkey" now walks around the circle patting heads and saying, "duck," until he picks someone and gives them an animal. The new animal chases the "monkey" and the game repeats itself until everyone has had a chance to participate.

VARIATION:

Vote for your favorite animal. Who did really well at becoming their animal? What made them look and sound so real? Have an animal parade around the room.

Musical Chairs

MATERIALS:
DISNEY SOUNDTRACK
JAM BOX
CHAIRS

INSTRUCTIONS:
1. Count the number of children participating.
2. Take that number and subtract one. This is the number of chairs you will need.
3. Put the chairs in a circle in an open space.
4. Pick out a song on the Disney Soundtrack.
5. Tell the children to begin walking around the chairs as soon as the music is turned on.
6. When the music is turned off, every child takes a seat. The child left standing then goes to sit in the middle of the circle.
7. Remove one chair and begin with step five until there is only one child left playing.

I Spy
A Spy Kid's Game

INSTRUCTIONS:

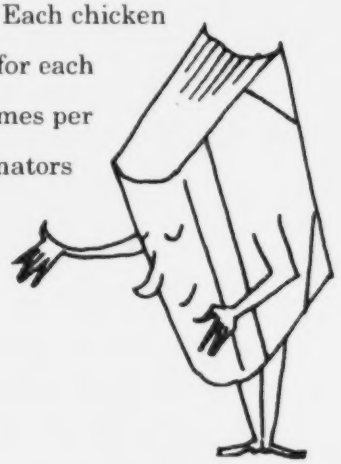
1. Have everyone sit in a circle in the middle of a room.
2. Pick one child to go first.
3. The child will say "I spy with my eye, something [insert color here]."
4. The children will guess what object the child spies until someone gets the object correct.
5. The child who guessed correctly gets to go next.

DISCUSSION:

Discuss the latest *Spy Kids* film and why mystery is an important genre in films.

Did You Know?

"Chicken Run" was made with "stop-motion photography" animation. Each chicken model had to be adjusted for each frame. There were 18 frames per second of film. Forty animators worked on the film. (Source: *World Almanac For Kids*, 2002)



Tap Dancing with Shirley

This activity makes a good lead into the "Sound Effects" activity. Children have a natural affinity for tapping out rhythms with their hands, even at a very young age. This exercise is simple enough that they can get a sense of accomplishment as they tune into the music.

MATERIALS:

SHIRLEY TEMPLE VIDEO WITH DANCING*
TV AND VCR
CLEAN, EMPTY ALUMINUM SODA CANS
BOTTLE CAPS
WOODEN SPOONS
HARD SURFACE, LIKE A TABLE, TO TAP ON

INSTRUCTIONS:

1. Show a dance sequence from a Shirley Temple movie.

2. Tell the children about how the tapping sound they hear when the actors are dancing is made in the studio. Although the dancing is real, we aren't able to hear the actual tapping from the film. So, sound technicians added the sound by recreating it with metal cups or wooden spoons. Show them how they can make the sounds, too, using soda cans, bottle caps, or wooden spoons.

3. Pass out the soda cans first. Let them play around with making the sounds.

4. Replay the dance sequence with the sound turned down. Let them make the sound to accompany the dancing.

5. Do the same thing with the bottle caps and spoons in turn, picking up each instrument before passing out the next one.

VARIATION:

Let everyone pair up. Have one of the partners pretend to tap dance while the other one taps out a rhythm.

*One good choice for a video might be *Rebecca of Sunnybrook Farm* because it is based on the book by Kate Douglas Wiggins. It contains some dance sequences. *The Little Colonel* and *The Littlest Rebel* both have really good tap dancing sequences with Bill Bojangles Robinson. *Poor Little Rich Girl* also has a lot of dancing. *Bright Eyes* is the movie with "The Good Ship Lollipop" song.

Dress-Up Party

Most of these dress-up items can be obtained fairly easily. Ask parents to contribute old clothing and accessories. The dollar bins at second-hand stores are a good place to visit. Accessories can also be bought inexpensively in packages of party favors sold at grocery stores or other cheap stores.

MATERIALS:

PLAY CLOTHES AND COSTUMES, ESPECIALLY GAUDY, BRIGHTLY COLORED, BEADED, SHINY, OR SEQUINED ITEMS. (ADULT CLOTHES ARE GREAT, BUT CHOOSE SHORT LENGTHS.)
HATS: COWBOY, CONSTRUCTION, CHEF, FIREFIGHTER, VISORS, BERETS, BASEBALL CAPS
COSTUME JEWELRY: NECKLACES, BRACELETS, RINGS, AND CROWNS
ACCESSORIES: SCARVES, SUNGLASSES, MEDALLIONS, BADGES, AND FEATHERS
SHOES
CLOTHES RACK*
SMALL CARDBOARD BOXES
3 OR 4 FULL LENGTH MIRRORS
PROPS: PLASTIC KITCHEN WARE, HOUSEHOLD ITEMS, EMPTY FOOD BOXES, BRIEFCASES, PURSES, FAKE MONEY

*IT'S BEST FOR THE CLOTHES RACK TO BE AT THE CHILDREN'S LEVEL. IF ONE IS NOT AVAILABLE, SET UP A COUPLE OF CLOTHESLINES, OR FIND A PLACE WHERE TWO ENDS OF A BROOMSTICK COULD REST SECURELY AT EYE LEVEL.

INSTRUCTIONS:

1. Ahead of time, arrange the materials for easy accessibility:
   - Hang the clothes up within easy reach.
   - Place small accessories in the boxes and set them in a highly visible area.
   - Drape scarves and larger accessories across chairs.
   - Put the shoes in rows on the floor.
   - Strategically place the mirrors in areas with room to walk around.
   - Set out props on shelves or other raised surfaces.

2. Introduce the children to what's available to use for dress up.

3. Put on background music.

4. Give them a set length of time to try on whatever they like. Then, tell them it's time to pick their favorite outfit. Give them ten minutes to choose and dress.

5. Let them take turns showing their character to the group. Encourage them to develop a special walk and act like the character.

PRESCHOOL SONGS AND PLAYS

Animal Magnetism

Walt Disney's Furry Friends

The prevalence of animals in books and movies–especially Disney movies–is notable. Children and animals have a natural connection that Walt Disney readily taps into again and again with an entire menagerie living in forests, barnyards, jungles, and oceans. Ask children about their favorite animal characters. Find out if they endow particular animals with latent characteristics like, "dogs are nice," "deer are shy" and "snakes are mean." This gets especially tricky when it comes to more ambivalent creatures, like cats, who occupy both hero and villain roles. Discuss the roles these animals play in movies and books. How do they interact with and affect the people in the stories? What would the stories be without them?

Ask the children for movie and book titles that have animal characters in them. Then ask them to name the animals. Fill a felt board with as many as possible. Fill in the blanks of the songs below with different animals. Possibilities include:

Bambi: deer, skunks, rabbits
Cinderella: birds, mice
101 Dalmations: dogs, horses, cats
Snow White: squirrels, chipmunks
Pinocchio: crickets, goldfish, whale
The Little Mermaid: crabs, octopi, eels
The Jungle Book: wolves, snakes, panthers, bears, vultures, monkeys

The _____ Went Over The Mountain

The _____ went over the mountain.
The _____ went over the mountain.
The _____ went over the mountain.
To see what they could see,
To see what they could see,
To see what they could see,
The other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Was all that they could see.

There Was a Little _____

There was a little _____ who lived in the wood.
He wiggled his _____ [ears or tail or other part]
as a good _____ should.
He passed by a squirrel, he passed by a tree.
He passed by a duck, and he passed by me.
He stared at the squirrel, he stared at the tree,
He stared at the duck, but he made faces at me!

Snow White and the Seven Dwarfs

The following songs are adapted to fit the movie *Snow White and the Seven Dwarfs*. The children can sing along while using their finger puppets (see instructions for making Snow White and the Seven Dwarves finger puppets, page E-12). You will need to create the patterns for trees, snow white, the witch and an apple. You may also choose to have Prince Charming on his horse for the end.

Snow White's Story

(sung to the tune of "Row Row Your Boat")

[Trees frame the felt board. Place Snow White on board.]
Snow, Snow, Snow, Snow White,
Walking through the wood,
Merrily, merrily, merrily, merrily, life is oh so good.

Watch, watch, watch that witch,
[Place witch next to Snow White.]
Talking to Snow White
She has a poison apple there and gives Snow White a bite,
[Put apple between them.]

Sleep, sleep, sleep Snow White,
[Snow White lies down.]
Things aren't as they seem,
The prince is coming on his horse to wake you from your dream.
[Place Prince and horse next to Snow White.]

The dwarf songs give the children a chance to make a few movie sound effects of their own as well as to develop characterizations. Why would each dwarf make that particular sound? What alternative sounds would fit the character? Ask for some new dwarf characters. What would they be named? How would they act? The Snow White song provides an opportunity to discuss the plot of the story. Whether examining the book or the movie, how can it be summarized? What are the main events?

The Dwarves at the Mine

(sung to the tune of "The Wheels on the Bus")

The dwarves at the mine go, "Hi-ho, hi-ho, hi-ho,"
The dwarves at the mine go, "Hi-ho, hi-ho, hi-ho,"
All through the woods. [pretend to swing a pick over shoulder]

Happy at the mine goes, "Ha-ha, ha-ha, ha-ha,"
Happy at the mine goes, "Ha-ha, ha-ha, ha-ha,"
All through the woods. [hand on belly, pretending to laugh]

Sneezy at the mine goes, "Ah-choo, ah-choo, ah-choo,"
Sneezy at the mine goes, "Ah-choo, ah-choo, ah-choo,"
All through the woods. [cover mouth with hands, imitating sneeze]

Sleepy at the mine goes, [make snoring noise]
Sleepy at the mine goes, [make snoring noise]
All through the woods. [close eyes, put hands together, and lay head on hands, pretending to sleep]

Grumpy at the mine goes, "Harumph! Harumph! Harumph!"
Grumpy at the mine goes, "Harumph! Harumph! Harumph!"
All through the woods. [cross arms over chest]

Dopey at the mine goes, "Uh-duh, uh-duh, uh-duh,"
Dopey at the mine goes, "Uh-duh, uh-duh, uh-duh,"
All through the woods. [put hand to cheek and let mouth drop open]

Bashful at the mine goes, "Aw-gosh, aw-gosh, aw-gosh,"
Bashful at the mine goes, "Aw-gosh, aw-gosh, aw-gosh,"
All through the woods.[head down and to one side, eyes down, being shy]

Doc at the mine goes, "Let's go home! Let's go home! Let's go home!"
Doc at the mine goes, "Let's go home! Let's go home! Let's go home!"
All through the woods. [gesture with arm to indicate "come on"]

If You're Happy and You Know It

If you're Happy and you know it say, "Ha ha!"
If you're Happy and you know it say, "Ha ha!"
If you're Happy and you know it, then you're face will surely show it,
If you're Happy and you know it say, "Ha ha!"

If you're Sneezy and you know it say, "Ah-choo"
If you're Sneezy and you know it say, "Ah-choo"
If you're Sneezy and you know it, then you're face will surely show it,
If you're Sneezy and you know it say, "Ah-choo."

If you're Sleepy and you know it say, [snoring noise],
If you're Sleepy and you know it say, [snoring noise],
If you're Sleepy and you know it, then you're face will surely show it,
If you're Sleepy and you know it say, [snoring noise].

If you're Grumpy and you know it say, "Harumph!"
If you're Grumpy and you know it say, "Harumph!"
If you're Grumpy and you know it, then you're face will surely show it,
If you're Grumpy and you know it say, "Harumph!"

If you're Dopey and you know it say, "Uh-duh,"
If you're Dopey and you know it say, "Uh-duh,"
If you're Dopey and you know it, then you're face will surely show it,
If you're Dopey and you know it say, "Uh-duh."

If you're Bashful and you know it say, "Aw-gosh,"
If you're Bashful and you know it say, "Aw-gosh,"
If you're Bashful and you know it, then you're face will surely show it,
If you're Bashful and you know it say, "Aw-gosh."

If you're Doc and you know it say, "Let's go!"
If you're Doc and you know it say, "Let's go!"
If you're Doc and you know it, then you're face will surely show it, If you're Doc and you know it say, "Let's go!"

Star Songs

Have everyone stand up in a line. Tell them to make up their own motions to go with the words, or you can come up with motions before-hand to lead them.

It's Raining It's Pouring

It's Raining It's Pouring (make sprinkles with hands)
The movie star is snoring, (make bedtime hands on side of face)
She bumped her head, (tap head with both hands)
and she went to bed, (kneel onto floor)
And she won't get up till morning! (jump back up from floor)

Boom! Boom! Ain't It great to be famous?

Boom! Boom! Ain't it great to be famous?
(clap along to "boom")

Ain't it great to have fun, fun, fun?
(shake hips along to "fun")

Silly and foolish all day long.
(make funny faces)

Boom! Boom! Ain't it great to be famous?
(clap along to "boom")

(Note: If saying the word ain't bothers you, just omit this song. It doesn't sound right with proper grammar.)

101 Dalmations

P-O-N-G-O

(sung to the tune of "B-I-N-G-O")
Place dog on felt board and put five spots on him. Each spot is a black circle with a white letter on it, spelling out "PONGO." Remove a letter spot with each verse.

There was a man had a dog and Pongo was his name-o,
P-O-N-G-O
P-O-N-G-O
P-O-N-G-O
And Pongo was his name-o.

There was a man had a dog and Pongo was his name-o,
P-O-N-G [clap]
P-O-N-G [clap]
P-O-N-G [clap]
And Pongo was his name-o.

There was a man had a dog and Pongo was his name-o,
P-O-N [clap] [clap]
P-O-N [clap] [clap]
P-O-N [clap] [clap]
And Pongo was his name-o.

There was a man had a dog and Pongo was his name-o,
P-O [clap] [clap] [clap]
P-O [clap] [clap] [clap]
P-O [clap] [clap] [clap]
And Pongo was his name-o.

There was a man had a dog and Pongo was his name-o,
P [clap] [clap] [clap] [clap]
P [clap] [clap] [clap] [clap]
P [clap] [clap] [clap] [clap]
And Pongo was his name-o.

There was a man had a dog and Pongo was his name-o,
[clap] [clap] [clap] [clap] [clap]
[clap] [clap] [clap] [clap] [clap]
[clap] [clap] [clap] [clap] [clap]
And Pongo was his name-o.

Five Little Mermaids

(sung to the tune of "Five Little Monkeys Jumping on the Bed")

Place five mermaids in the center of a felt board with a water line at the top. Remove a mermaid with each verse, bring it above the water line and then put it at the bottom of the felt board.

Five little mermaids swimming in the sea,
One popped up and looked at me,
Sebastian said, "Listen to your Dad-dee,"
"All little mermaids get back in the sea!"

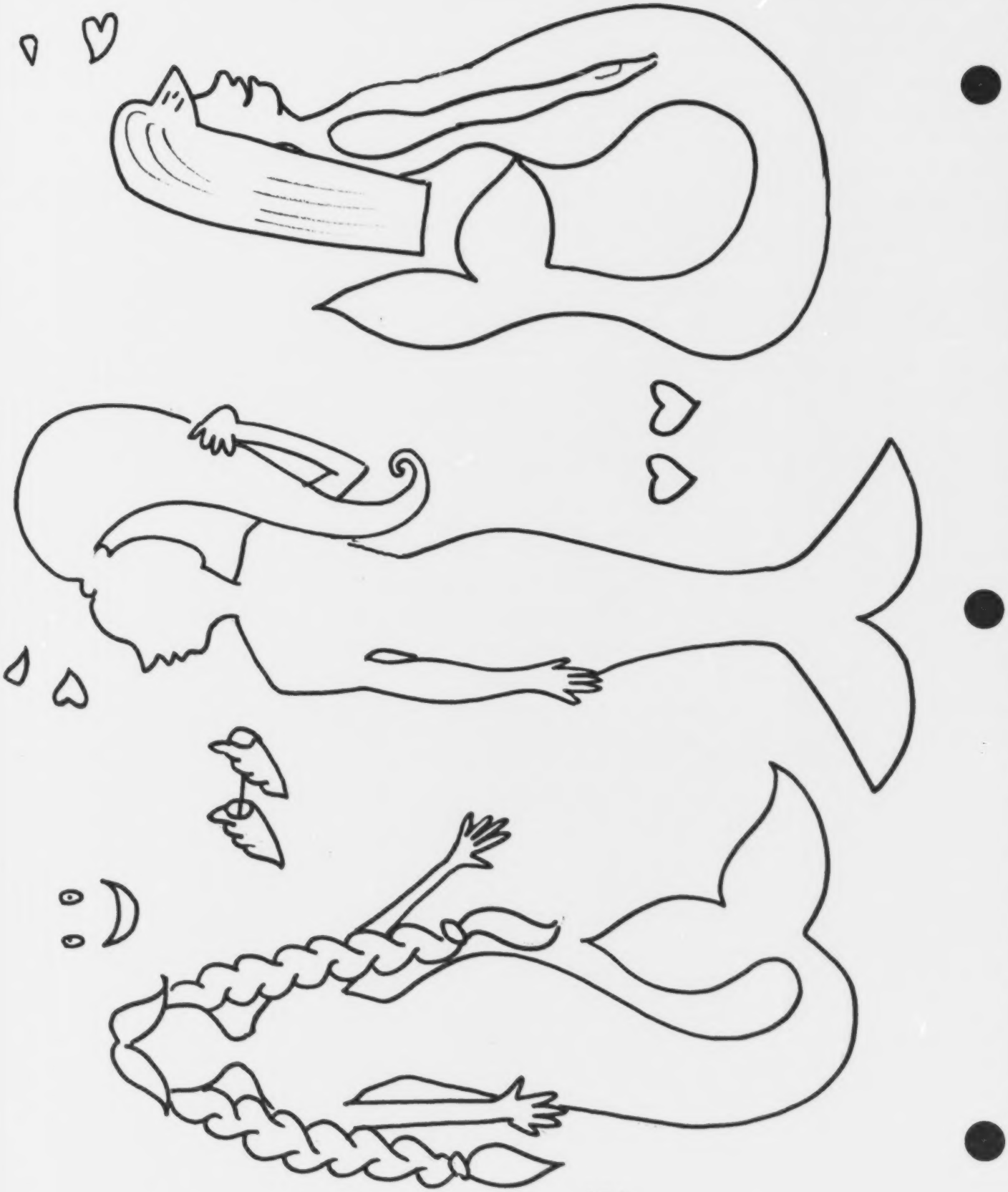
Four little mermaids swimming in the sea,
One popped up and looked at me,
Sebastian said, "Listen to your Dad-dee,"
"All little mermaids get back in the sea!"

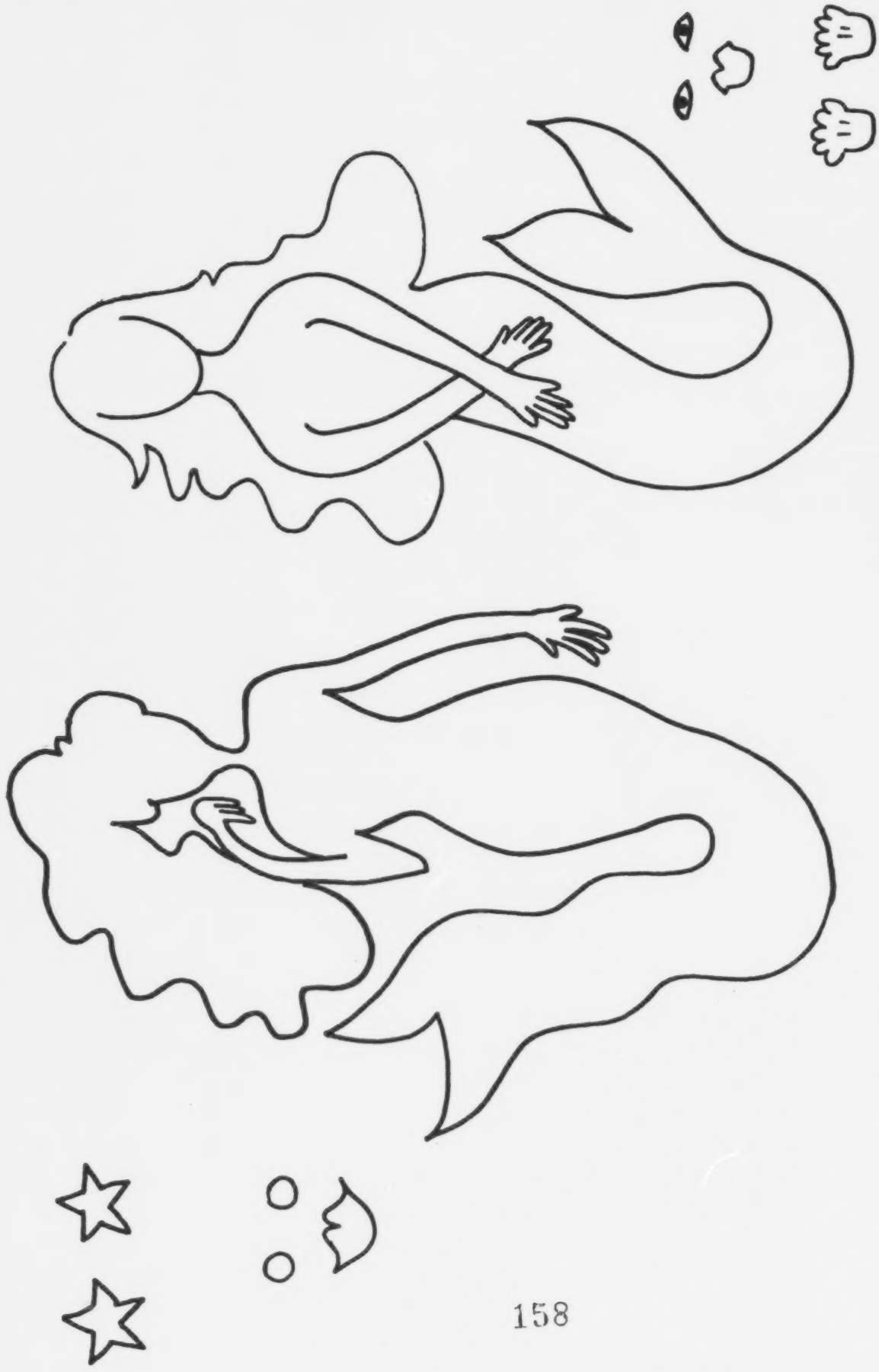
Three little mermaids swimming in the sea,
One popped up and looked at me,
Sebastian said, "Listen to your Dad-dee,"
"All little mermaids get back in the sea!"

Two little mermaids swimming in the sea,
One popped up and looked at me,
Sebastian said, "Listen to your Dad-dee,"
"All little mermaids get back in the sea!"

One little mermaid swimming in the sea,
She popped up and looked at me,
Sebastian said, "Listen to your Dad-dee,"
"All little mermaids get back in the sea!"

No more mermaids looking at me!





Cinderella Mice and the Hickory Dickory Dock Clock

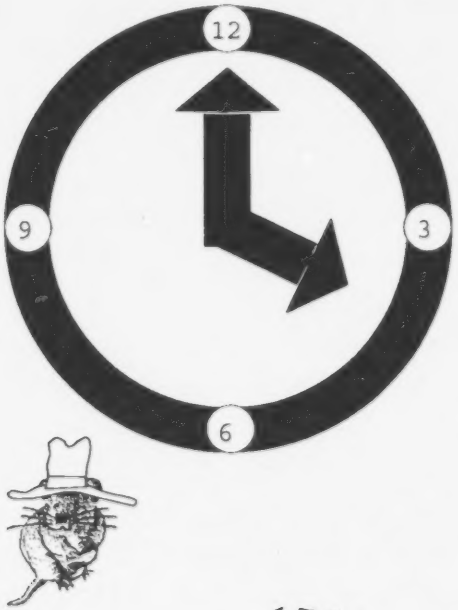
Make a felt board clock using the template on the following page. Place the big hand pointing straight up. With each verse move the little hand from one number to the next. Put a hat and vest on a brightly colored felt mouse. Move the mouse up and down the clock, following the song.

Hickory Dickory Dock

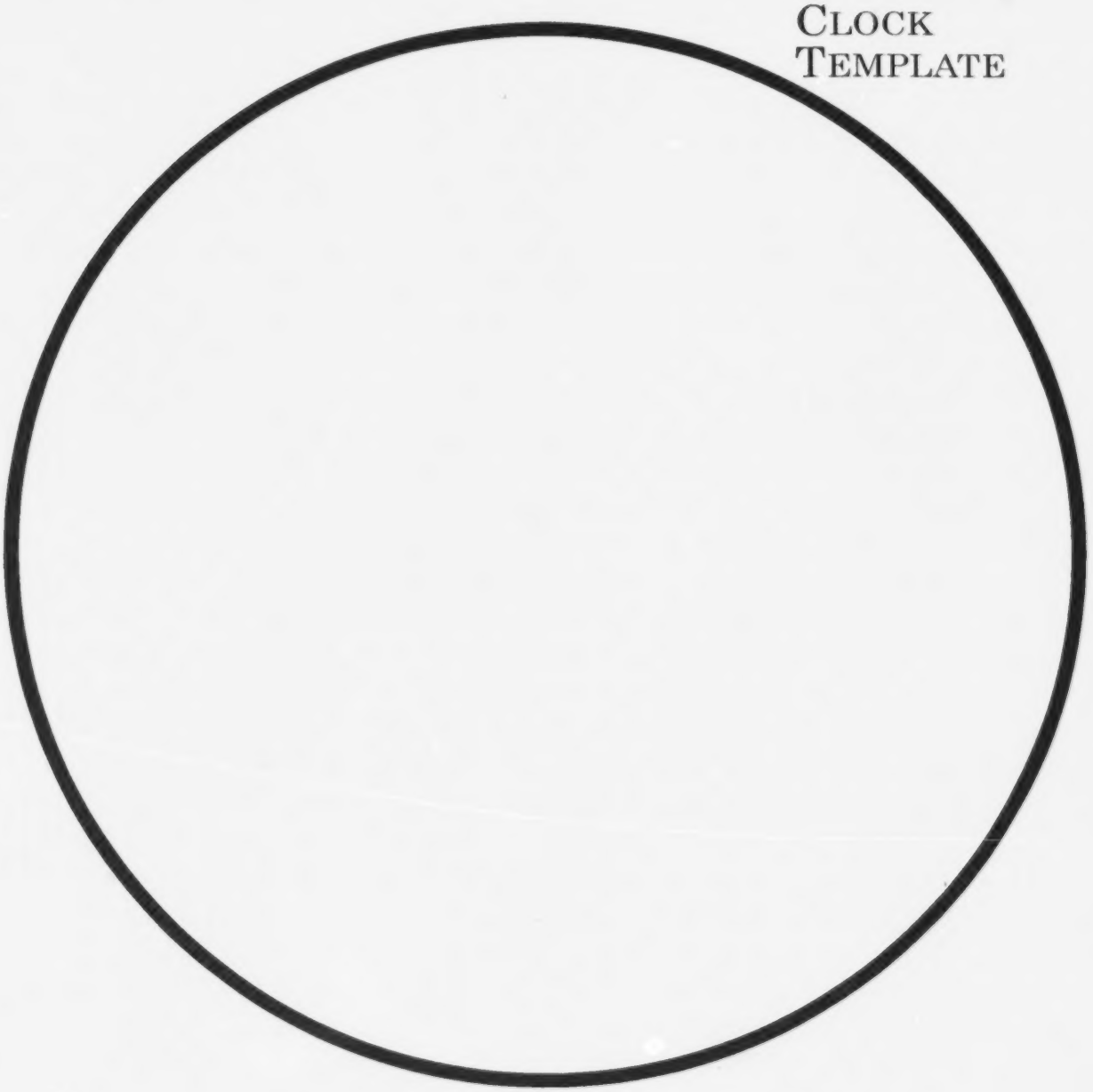
Hickory dickory dock
The mouse ran up the clock,
The clock struck one,
The mouse ran down,
Hickory dickory dock.

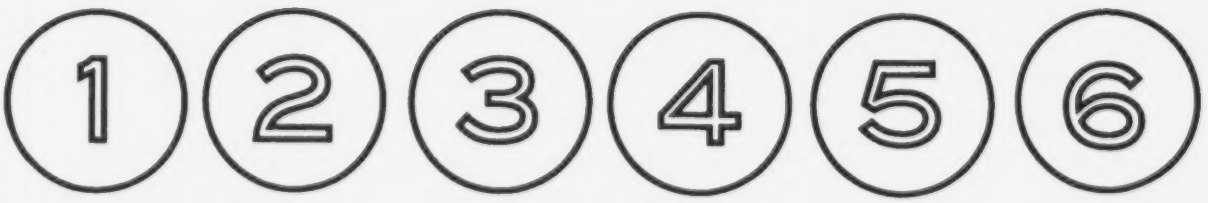
(Repeat with subsequent numbers.)

VARIATIONS:
The children can make their own clocks and then move the hands of the clock to follow the song. With older children this song can springboard into a discussion of the significance of the clock in the story striking midnight. What magic happens at midnight? Why is it an important element in the story? Also, what role do the mice play in the movie? Were they present in the book version of the story? Why were they added to the movie? What makes them likable?



Clock Template





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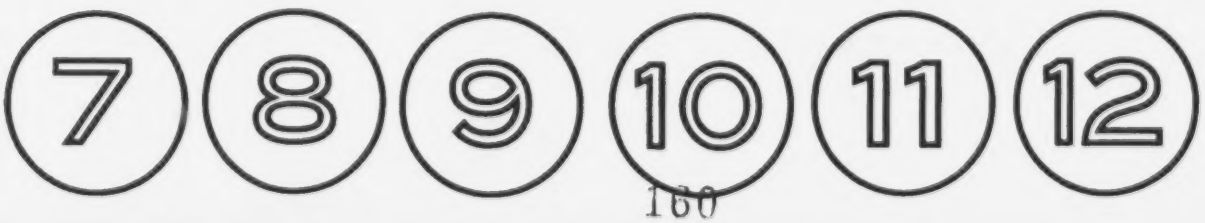
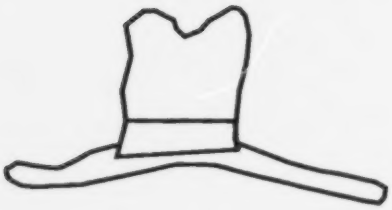
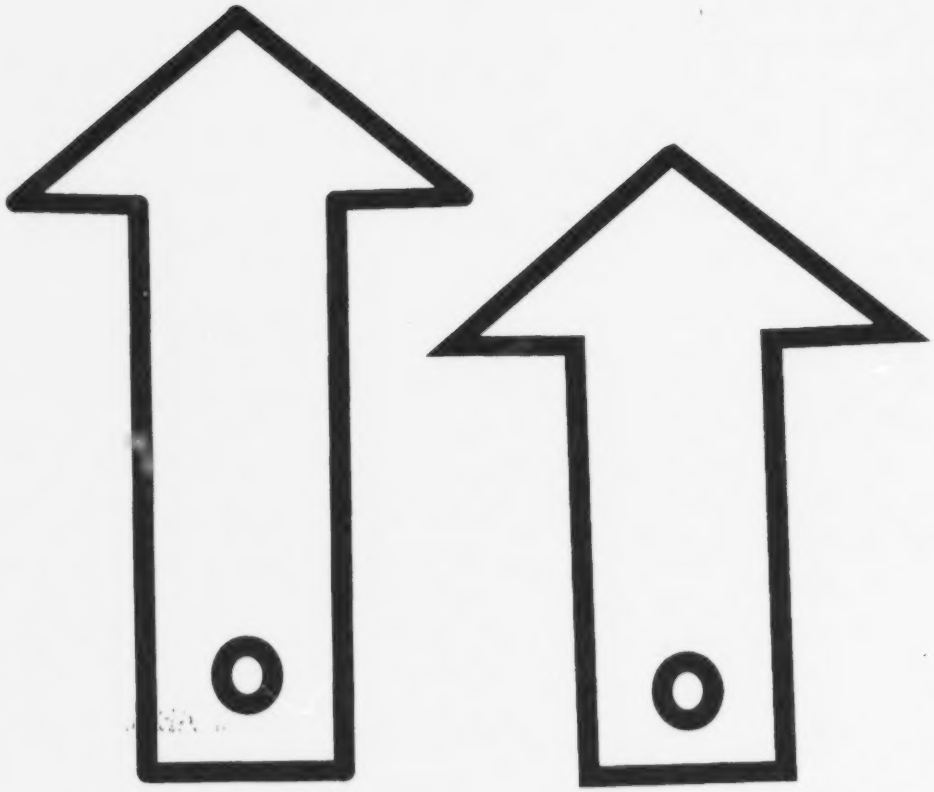


Mouse and Hands Template





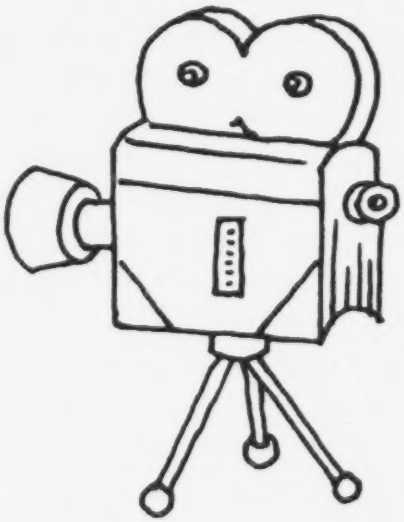
SCHOOL-AGE PUZZLES

Book and Movie Title Word Search

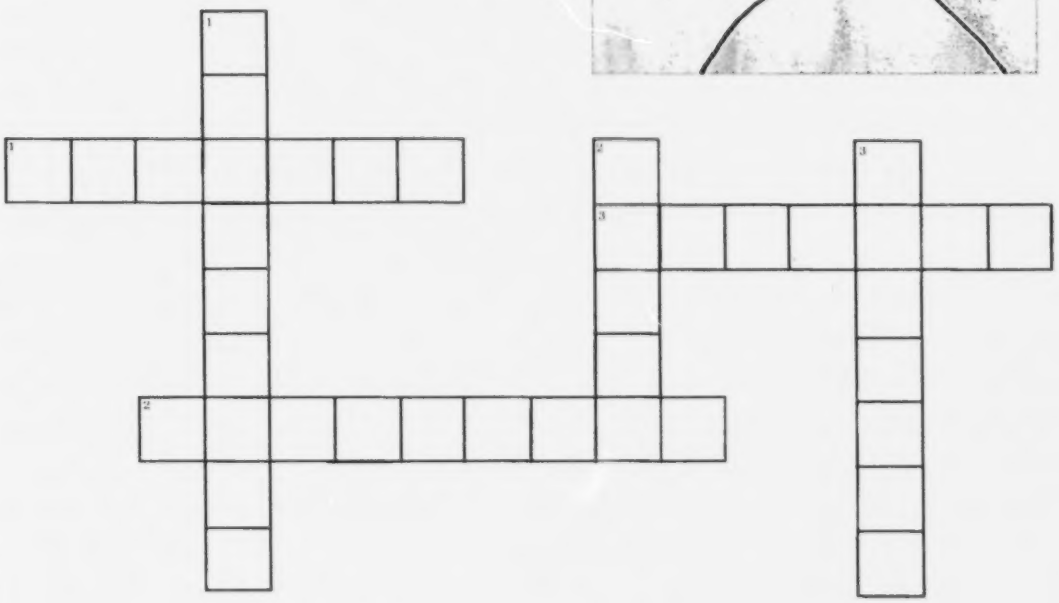
Y S G J S A X S B Z F L Y I B K A M
P I G C P M S E O P Q E R E B L A C
S K K N V Z I B B A O O W V I T N P
E Y G V I E G A E C I S G C I O F B
H T S P C R Y B O J E H E L J N F C
T G E F B K E R I T H I D G T E R O
T T S A E B E H T D N A Y T U A E B
E R K D X X Y O T W R I S T O Z H N
I A I E R R L H O F M Z O O G S B K
R W B C R R O N B U O T J Y N R F W
R S Q U A H D N B E E D E S I T P T
A D U H G E S H K E B N R T S Q U G
H Y C V R S U H A R R Y P O T T E R
O I B L D W L V O T U Y Z R L Q A U
W Y A Q R M Q I I O Y C L Y A P I O
L N J C Y H Y M F Z Y L Q U B C T E
D T R M Z W H G H E F L E K K O A P

Find the following titles:

A Bug's Life
Alice in Wonderland
Babe
Beauty and the Beast
Charlotte's Web
Harriet the Spy
Harry Potter
Ice Age
Lord of the Rings
Matilda
Shrek
Toy Story



Lights, Camera, Read!
CROSSWORD PUZZLE



ACROSS
1. Author (last name) of the Harry Potter books.
2. Spider-man originated as a superhero in a _____ .
3. Cartoon characters who have been adapted into books and movies (hint: they traveled to Paris in a recent movie.)

DOWN
1. The highest honor an illustrated book can receive.
2. *Lord of the Rings* tells the story of the hobbit _____ Baggins on a quest to destroy the One Ring.
3. A popular young witch who has had her own comic book and TV show.

Answer key: Across 1. Rowling 2. comic book 3. Rugrats
Down 1. Caldecott 2. Frodo 3. Sabrina

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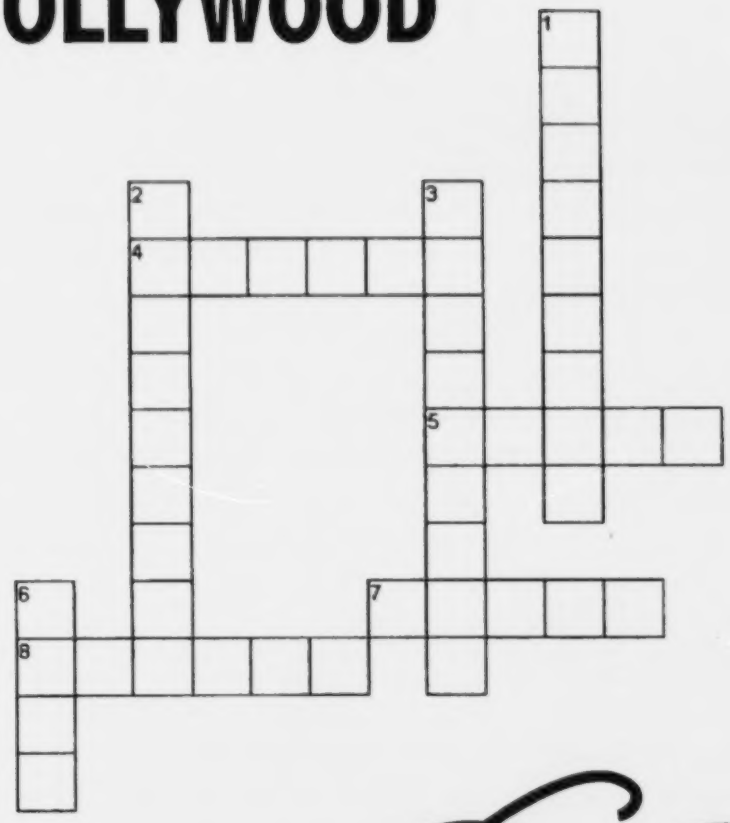
now showing...

TOP DOGS in HOLLYWOOD



ACROSS

4. A heroic collie
5. Side kick of Tom Hanks in movie *Turner and* ____
7. Furry star of several movies in the seventies, with this dog's name.
8. Basketball-playing dog

DOWN

1. Part of a grovy group of sleuths
2. Beloved dog who gets rabies
3. Shares his name with a famous composer
6. Dog in *Peter Pan*

Answer key: Across 4. Lassie52. Hooch 7. Benji 8. Air Bud Down 1. Scooby Doo 2. Old Yeller 3. Beethoven 6. Nana

Word Scramble

INSTRUCTIONS:
Unscramble the following words to make Disney movie titles.

1. EGLSNPIE TAYEBU
2. HET NOLI GINK
3. LNUMA
4. OWNS ITHWE
5. BNHKCCUHA FO OERTN ADEM
6. DIDALAN
7. DILENCARLE
8. MODUB
9. CPOINHCIO
10. EYTABU DNA ETH ATSBE

LIGHTS, CAMERA, READ!

Answer Key: 1. Sleeping Beauty 2. The Lion King 3. Mulan 4. Snow White 5. Hunchback of Notre Dame 6. Aladdin 7. Cinderella 8. Dumbo 9. Pinocchio 10. Beauty and the Beast

Title Matching

INSTRUCTIONS:
Draw a line matching the movie title to the book title from which the movie was made.

Movies	Books
Dr. Doolittle	A. *Monkey Planet*
The King and I	B. *Emma*
The Hunchback of Notre Dame	C. *Who Censored Roger Rabbit?*
Planet of the Apes	D. *The Story of Dr. Doolittle*
Muppet Treasure Island	E. *Shoeless Joe*
Babe	F. *Anna and the King of Siam*
Clueless	G. *The Taming of the Shrew*
Ten Things I Hate about You	H. *Treasure Island*
Field of Dreams	I. *Babe, the Gallant Pig*
Who Framed Roger Rabbit?	J. *Notre Dame de Paris*

Answer Key: D, F, J, A, H, I, B, G, E, C

SCHOOL AGE ACTIVITIES

Sound Effects

Tell the readers that when they watch a movie the sounds they hear are not always made by the actors. Sometimes a person who is not in the movie makes the noises and adds them to the movie later. That person uses a lot of different objects to make the noises, but some noises can be made using only his/her body.

INSTRUCTIONS:

1. Practice making the following sound effects:

Walking
Birds singing
Bees buzzing
Wind whistling
Twigs snapping
Rushing stream
Waterfall pouring down
Drink water
Rustling leaves
Snake hissing
Gasp
Yawn
Snoring loudly
Rolling thunder
Pouring rain
Run
Fall down with a thud
Owl hooting
Slam the door
Whew! (sigh of relief)

2. As the storyteller reads the following story, make the sound effects as they are read.

Once upon a time I was **walking** through the woods near my house. I heard **birds singing**, **bees buzzing** on nearby flowers, and **wind whistling** through the trees. I kept walking down the path until I heard **twigs snapping**. I turned to see a beautiful deer. I decided to follow it. It led me to a **rushing stream** with a **waterfall pouring down**. The deer bent down to **drink water** from the stream. Suddenly, the deer stopped drinking and jerked her head around. There was the sound of **rustling leaves**. I looked and saw a big **snake hissing** nearby. I **gasped**. The deer ran off and the snake slithered under a rock. I was alone. I **yawned** and stretched out under a big tree. Soon I was asleep **snoring loudly**. I woke to the sound of **rolling thunder**. It was already nightfall and lightning streaked across the dark sky. Before I could get up, it started **pouring rain**. I **ran** as fast as I could to get back home. I slipped on the wet mud and **fell down with a thud**. Getting up, I was sure that the **owl hooting** was laughing at me. I raced back to my house and **slammed the door** shut behind me. I collapsed on the couch. What a day! **WHEW!**

Sound Effects Technician

When movies first began, they were silent. "Talkies" revolutionized the movie industry. Now movies give us more than just visual interpretation of the story. We have not only dialogue, but also music and sound effects to help communicate. Although today the production of sound effects has become sophisicated through digitization, the technicians who create sound effects have historically been very inventive. They often used ordinary objects like crumpled paper to make the sound of rustling leaves, coconut shells to make a horse gallop or tin cans to make footsteps. Many sound effects require only a voice and body.

INSTRUCTIONS:

1. Assemble a group of two or more students and have one student volunteer to be the storyteller.

2. The storyteller reads the following list of suggested sound effects. When a sound effect is read, the rest of the group makes the noise.

alarm clock	hitting a rack of pots & pans
news radio	crackling fire
plug popping	smoke alarm
rubber ducky	turning on the faucet
bumping into door	filling a pitcher with water
creaky staircase	throwing a shoe
dog barking	gulping water
kitchen door swinging open	snore

3. The storyteller reads the following story, pausing after each sound effect (in bold) to let the other students make the noise.

This is the story of how I heroically saved the day. One morning I woke up and heard the sound of my **alarm clock**. I reached over, threw my shoe at it and it switched to **news radio**. So, I pulled the cord and the **plug popped** out of the wall. I got out of bed and stepped on my little sister's **rubber ducky**, slipped and **bumped into the door**. Suddenly, I smelled something burning. I hurried down our **creaky staircase**, leaping over our **dog who was barking** at the kitchen door. I **swung open the kitchen door** and it **hit a rack of pots and pans** hanging over the oven. The paper towel dispenser was a mass of **crackling fire**. Then, the **smoke alarm** went off. I quickly **turned on the faucet** and **filled a pitcher with water** and doused the flames. Next, I picked up another shoe off the floor and **threw the shoe** at the smoke alarm. It stopped. Then I filled the pitcher with water again and **gulped the water** down. I sighed and put the pitcher back down on the counter. I climbed the **creaky stairs** again, tripped over my **barking dog**, and **bumped into the door** to my room. I jumped under the covers and went back to sleep (**snore**).

Movie Scavenger Hunt

INSTRUCTIONS:

1. Divide everyone up into two or three teams.

2. Copy the bottom half of this page and hand one copy out to each team.

3. The team that comes back first and gets all the answers right wins.

ANSWERS:

1. 1883
2. William
3. Iowa
4. Lark Creek Elementary School
5. "Scout" and Jem
6. Melville
7. 54

INSTRUCTIONS:

Find the answers to the following questions. Some questions will be easy to find (hint: card catalog) and some will be harder. The first team to finish and get all of their answers correct wins.

1. What year was *Treasure Island* published?
2. What is the first name of the author of *The Taming of the Shrew*?
3. Where is the book *Shoeless Joe* set?
4. What was the name of the elementary school Jess Aarons attended in *Bridge to Terabithia*?
5. What were the name of the two children in *To Kill a Mockingbird*?
6. What is the last name of the author of *Moby Dick*?
7. How many books are in the Nancy Drew complete set?

SCHOOL AGE PLAYS

Alphabet Scenes

This improv game adds a new challenge to writing a scene. The players must use consecutive letters of the alphabet to start all their lines.

INSTRUCTIONS:

1. Choose two or three actors for a scene.
2. Pick a location for the scene to take place.
3. Give one of the actors something active to do to start the scene.
4. The first line spoken must begin with "A." The next line spoken must begin with "B." Continue alphabetically until the actors reach the letter "Z."

EXAMPLE:

Location: Ice cream store
Activity: Mopping the floor

Mary: All right, let's start mopping this floor.

Greg: But I'm tired.

Mary: Come on. Help me with this bucket.

Greg: Do you have to be so bossy?

Mary: Every time I ask you to do something you have to complain.

Greg: Funny, it doesn't seem that way to me.

Mary: Greg, look, a customer! [Third person walks in.]

Greg: How may I help you?

Sara: I'd like a double scoop of Rocky Road, please.

Scene continues through the remainder of the alphabet...

VARIATION:

Try it backwards, starting with Z!

Gathering of Nuts
A Humorous Skit

INSTRUCTIONS:
1. Select one person from the group to be Vincent Van Go Go.
2. Have everyone else sit in a semi-circle around the stage area.
3. Tell all the audience members that when Vincent asks for volunteers, everyone needs to volunteer.
4. Give Vincent the following script to read.

Vincent: I am the famous artist, Vincent Van Go Go. I have come here this evening at great expense to create one of my living nature paintings which will express the atmosphere of this reading club! First I am going to need some trees. (Two trees are selected from the participants in the audience, and are directed where to stand. They wave their arms gently.)

Vincent: Now I will need some birds to twitter among the trees. (Three birds are selected and they move around the trees making twittering sounds.)

Vincent: (Stands back to view scene) Perhaps a sun to shine on everything. (A tall participant stands on a bench and smiles brightly.)

Vincent: (Again viewing) It's not right yet. I know, some rabbits hopping around. (Assistant Leaders are chosen for rabbits)

Vincent: One last touch. A babbling brook. Scooter, will you be the brook, you're always babbling ? (The brook takes his place.)

Vincent: (Turns to audience) There it is, another Vincent Van Go Go original nature scene. I call it "The Gathering of the Nuts."

Storyville Skit

In this skit, each person takes on a role that only gets used when the narrator says the title of that person's role. For example, if the narrator were to say, "At the top of the hill was a motorcyclist," then the motorcyclist would say his/her key phrase, "Vroom! Vroom!" when the narrator says "motorcyclist."

CAST	PHRASE/SOUND/ACTION
Movie star	"How do I look?"
Producer	"Show me the money!"
Director	"Action!"
Cook	"Mmm...mama mia!"
Doctor	"Say Ah!"
Fireman	siren ringing
Teacher	"Who knows the answer?"
Student(s)	"Me! Me!"
Mother	Big smile
Baby	Crawl, "Goo goo ga ga"
Kitten(s)	"Meow!"
Burglar	Evil laugh

Narrator:
Once upon a time in Storyville, a producer* was putting together a movie in his living room. The movie star* walked into the room, feeling sick, and sat down on the couch. The director* noticed she was not well and asked her if she needed a doctor*. She said yes, so the doctor* came over and took her temperature. The cook* overheard the situation, entered the living room, and suggested that the movie star* might be hungry. Hurrying back into the kitchen to prepare a meal, the cook* noticed the pot on the stove had caught fire. She quickly called the fireman* to put out the blaze. Within minutes, the firemen* arrived and took care of it. Finally, the movie star* was feeling much better and was able to continue the movie. Everyone took their places and the director dimmed the lights. Scene One involved a classroom with a teacher* and lots of students*.They finished that scene and began the next. Scene two showed a mother* playing with her baby*. But before the scene was over, everyone became distracted by kittens* playing in the corner of the room. They decided there were too many distractions and stopped filming the movie. The producer* and director* became angry and went home, and all the cast members–the teacher*, students*, mother*, baby*, and movie star*–went into the kitchen where the cook* prepared them a big meal. When they weren't looking, a burglar* came into the house and stole all the movie equipment.

* pause to allow time for character to speak or act

VARIATION:
Come up with your own skit. You can use any of the same characters or make up new ones.

Mirror Image
An Acting Exercise

INSTRUCTIONS:

1. Pair everyone up in sets of two; it is okay if there is a set of three.
2. Designate one person to go first.
3. Tell them to move their hands, legs, head, and other extremeties in any direction or any way they wish.
4. The other partner will try to mirror image what they are doing.
5. After both partners have gotten a turn at imaging the other, have everyone switch groups.

Did You Know?

Movies made in the 19th century used "scenartists" who invented humorous situations. But there were no screenwriters because these early films didn't need them-there was no sound!
(Source: w.learner.org/exhibits/cinema/screenwriting.html)

Get Into Character!

INSTRUCTIONS:

1. Have everyone bring different types of hats and ears from home, or make your own hats.

2. Instruct everyone to put on a different piece. Make sure that no more than two hats or ears are the same.

3. Whatever hat the child is wearing will determine what they become. Example: the princess will wear a crown, the cowboy a cowboy hat, and the cat will wear cat ears.

4. Have everyone sit spread out across the stage area.

5. Everyone needs to make a sign to put on their shirt that says their made-up character names.

6. Pick one person to go first. They stand in the middle and introduce what character they are in and tell a brief story about their character.

7. Then they pick someone else out of the audience. They introduce the new character and make up a story about how they met the new character.
   Example: The cowboy stands and says, "Howdie folks, I'm Jim Bob. I'm a rancher and just love cows. [Then he picks the cat out of the audience]. This here is Frolic the pesky feline. I found her the other day wandering around my barn. [Then the cowboy sits down and the game repeats until every person has had a chance to speak.]

8. Repeat the process until everyone has gotten into character.

YOUNG ADULT PUZZLES

Fact or Fiction?

INSTRUCTIONS:
Take turns reading the following myths and statements aloud and try to figure out which are true and which are false.

1. The creator of the hit series *The Simpsons* is making a movie version of the show to be released in the winter of 2002.
2. In *Three Men and a Baby*, a boy mysteriously snuck on the set and can be seen hiding in the curtains in one scene.
3. Steve Martin provided the voice of Hotep in *Prince of Egypt*.
4. *Forrest Gump* is a documentary.
5. The movie *Titanic* is the highest profiting film ever.
6. The originally cast TinMan in *The Wizard of Oz* was allergic to the silver body paint and had to forfeit the role.
7. *E.T.* was the first movie produced in color.
8. Chevy Chase's real name is Cornelius Crane.
9. Somebody killed himself/herself on the set of the movie *The Wizard of Oz*.
10. *Jurassic Park* is based on a true story.
11. *Star Wars: The Phantom Menace* was filmed in Tunisia.
12. Cameron Diaz was cast in the movie *Shrek*.

Answer Key: 1. false 2. true 3.true 4. false 5. true 6. true 7. false 8. true 9. false 10. false 11. true 12. true

Movie Crew Matching

INSTRUCTIONS:
Draw a line matching the movie crew job on the left to its definition on the right.

MOVIE CREW	JOB
Best Boy	A. Responsible for items on the set that do not speak, such as animals or decorations.
Gaffer	B. Provides foliage and greenery used as background on the set.
Extra	C. Person in charge of the electrical department.
Grip	D. The second in charge of any group, usually chief assistant to the gaffer.
Wrangler	E. Overseas the artists and craftspeople who build the sets.
Cinematographer	F. Creates sound effects by using a variety of objects to make sounds, such as footsteps.
Dialog Coach	G. Person with no speaking role and fills background or crowds, no acting experience necessary.
Art Director	H. Person with expertise in the art of capturing images electronically or on film, also takes care of lighting.
Greensman	I. Responsible for maintenance and positioning of equipment on a set.
Foley Artist	J. Helps an actor's speech pattern fit their character, such as assisting with accents.

YOUNG ADULT ACTIVITIES

Scary Makeup

Although scary for younger children, teens usually like a little macabre. Use the following craft to talk about stage makeup then watch a movie like *Teenage Werewolf*. Talk about horror genre novels like Steven King books. How did these titles transition to the big screen? What were some of the special makeup tricks?

MATERIALS:

- CORN SYRUP
- RED AND YELLOW FOOD COLORING
- PUFFED RICE CEREAL
- COFFEE GROUNDS
- COMB
- FLOUR
- UNFLAVORED GELATIN

INSTRUCTIONS:

1. If you have a large group, divide into smaller groups (3-4 people).

2. Set up the following stations to try out "creepy effects" make up.

Old or wrinkled skin: Mix the gelatin with water until a cream-like consistency. Add food coloring to get a flesh-tone (some yellow and red). Rub on skin.

Gray or white hair: Tease hair with comb, then rub a small amount of flour in hair to become a mad scientist

Beard: Lightly brush on corn syrup to chin and above lip...then use fingertips to pat in loose coffee grounds.

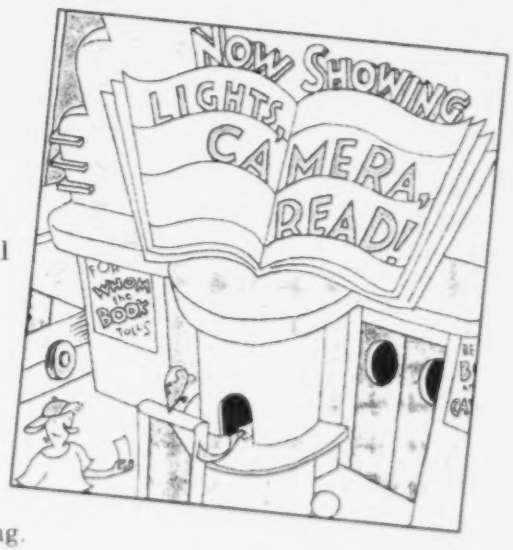
Blood: Mix corn syrup with red food coloring. Apply to simulate a cut or abrasion.

Warts: Mix puffy cereal in syrup, then apply to your chin and nose to play an ugly witch.

Movie Ad Campaign
Movie Posters

This activity would work well as part of a larger project where all aspects of the production are planned from start to finish. Planning a movie poster will give the students an opportunity to expand their understanding of the book on which the movie is based. Students will discuss various aspects of the book and explain their interpretations. They can compare the pictures in their minds of what the characters look like with how others imagined the characters. Then, they will identify the central idea of the movie as well as address composition and visual design elements. Using the "Mixed-up Movie" from the improv game would result in some funny, creative posters.

MATERIALS:
White poster board
Pencils
Markers
Decorative items such as stickers and glitter



INSTRUCTIONS:
1. Divide into small groups.
2. Choose a movie to be advertised, a good choice to everyone. Discuss the movie. What is the central idea? How can it be communicated best? What would make someone want to watch it? What images would grab a person's attention? Decide what will be included in the poster.
3. Draw the poster design in pencil on the poster board.
4. Make any necessary changes to the initial drawing.
5. Use markers to color the permanent design.
6. Add decorative items like stickers and glitter.
7. Display the finished poster on a wall.

VARIATION:
Ask a local movie theater for old movie posters. Cut and paste images from the posters. In real life, product placement and actors' contracts can influence the movie poster.

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Foreign Film Flick

Movie Night

Before you show a movie in your library, keep in mind the public performance rights. There are copyright regulations that determine what libraries are allowed to do with videos. Rather than breaking the copyright laws, you can seek permission from the copyright owner. Some films may already have public performance rights, while others do not, so be careful when investigating what you can and can't show in the library.

INSTRUCTIONS:
Play a movie that everyone in attendance knows, but get the film in a foreign language. Be sure to get the film with subtitles, so everyone can read what is going on.

DISCUSSION:
Hold a open discussion about what was different in the foreign version from the English version; what was the same? Could everyone tell what was going on the whole movie, even though they could not understand all the words?

VARIATIONS:
Show the foreign version of the film you choose one week; then show the American version the following week. An appropriate example would be *Three Men and a Cradle (Trois Hommes Et Un Couffin)* (Rating: PG), which was later made into *Three Men and a Baby*. Then discuss cultural differences visible in the films.

YOUNG ADULT PLAYS

Creating Characters with Costumes

Once the scene is set, it's time to make the characters come alive. In ancient Greece masks were often a primary form of costuming. Only men were allowed to be actors at that time, and masks enabled male actors to play women on stage. However, masks limit the actor's expression, forcing them to rely mainly on body language. As the theater modernized, subtlety of expression increased. Clothing came to be an important part of character portrayal. During Shakesperean times, royalty frequently donated their clothes to the theater as they kept up with changing fashions.

MATERIALS:

BIG BOX

ASSORTED DRESS UP ITEMS SUCH AS: HATS, JACKETS, SCARVES, WIGS, GLASSES, PURSES, TIES, CAPES, ROBES, ANIMAL EARS AND TAILS, FAKE JEWELRY, SHOES, ETC.*

*THESE ITEMS CAN BE DONATED BY PARENTS AND STAFF. TRY THE BARGAIN BINS AT SECOND-HAND STORES.

INSTRUCTIONS:

1. Put all the dress up items in the box.
2. Try on many different items before selecting what best suits the character.
3. Once the costume is complete, walk around the room in a unique way as the character would.
4. Meet other characters and have conversations "in character."

DISCUSSION:

How do different articles of clothing make you feel different? How does what another character is wearing make you react differently to him or her? Does the end result of your chosen costume resemble the picture of your character in your mind before you began?

School Visit Skit

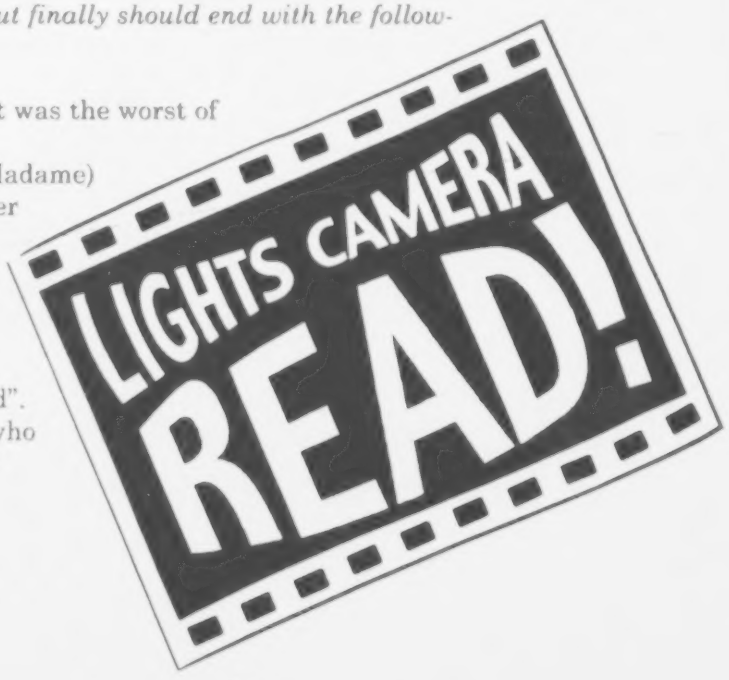
(Can be performed by your teen volunteers or librarians)

Vera Knot–Nerdy assistant with glasses, vintage clothes, etc.
Madame Vesuvia–Movie queen, crown, formal dress
Boris Betcha–Director (dress in jodhpurs, vest, and use megaphone and director chair)

Feel free to use your own names and plot lines...this skit is a take on a movie set and should include lots of slapstick.

Scene opens with Boris preparing scene; Madame Vesuvia is in place and Vera Knot claps the scene board.

Vera: (claps board) Scene 3, take 1.
Boris: and....ACTION!
Madame: Friends, Romans, and Countrymen, lend me your ears.
Boris: CUT, CUT!
Madame: (looks vexed and annoyed)
Boris: Madam you must be mistaken...this is a sililoqy, but you are not Ceasar!
Vera: (claps board) Scene 3, take 2.
Boris: Quiet on the set and ACTION
Madame: Romeo, Romeo wherefore art thou Romeo?
Vera: (rolls eyes, and looks confused at audience)
Boris: CUT, CUT! Madame, please, what ARE you doing?
Madame: Shakespeare always said I made a beautiful Juliett.
Boris: Yes, yes. But that is not the scene or the selection we are doing today. Please can we stick to the script? Makeup, can we get a little relief here?
Vera: (Brings in huge powder puff and dabs Madames face...Madame looks wide eyed and surprised)
(Note: this interplay can continue...but finally should end with the following)
Vera: (claps board) Scene 3, take 4.
Madame: It was the best of times, it was the worst of times...
Boris: (grimacing walking toward Madame)
Madame: (A little cowed) I remember Manderly..OKAY OKAY (clears throat and straightens stance) This summer it would behoove you to join your friends at the library for a fabulous, reading frenzy we call "Lights, Camera, Read". If you love the movies and darling, who doesn't, you simply cannot miss this event.
Boris: That's a take!
Vera: Whew!



Who Are You?
An Acting Game

INSTRUCTIONS:

1. Make cards beforehand with one famous person's name per each card.
2. Break everyone up into two groups. You need someone to keep score, or you can keep score of the game.
3. Mix up the cards face down, so the name of the famous person is not showing.
4. Instruct the person going first in each group to draw a card, but do not show it to any of their group members.
5. Each person stands up and acts like the famous person they drew. The team to guess the famous person correctly gets a point.
6. Continue steps 4 through 6 until everyone has had a chance to act.
7. The team with the most points wins!

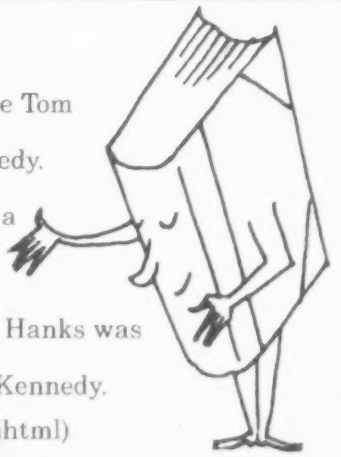
Improvise This!
An Improv Game

INSTRUCTIONS:

1. Pick four people and pair them in two groups, Group "A" and Group "B."
2. Have Group A sitting on the side of the performance area and Group B on the performance area facing the audience.
3. Have Group A yell out a location and an action.
4. Group B has to act out the prompt the group sitting gave them.
5. After each person sitting has given two different prompts, have the groups switch. The group performing will now give prompts and the group sitting will now be performing.

Did You Know?

A "blue screen" was used in Forrest Gump in the scene where Tom Hanks appears to shake hands with President John F. Kennedy. The movie producers filmed Hanks in front of a blue screen, a blank background the producers later insert footage into. While in reality he was pretending to be with the President, Hanks was really just inserted into an old film clip featuring President Kennedy. (Source: www.riverdeep.net/current/2002/03/031802_movies.jhtml)



Movie Critic

Critiquing a book or movie develops analytical skills and critical thinking. Students have a chance to view a work more objectively from a different perspective. They think about what they liked and didn't like. They also learn from each other because the environment encourages them to really listen to each other. Putting the scenes in order reinforces sequencing skills.

MATERIALS:

TWO CHAIRS
ASSORTED PROPS (OPTIONAL)
ASSORTED COSTUMES (OPTIONAL)

INSTRUCTIONS:

1. Divide into groups of five. Have two students volunteer to be the reviewers. The other three will be acting out movie scenes.

2. Set two chairs off to one side of the performance space. Angle them toward the audience.

3. Use the "Mixed Up Movie" (see page G-47) or a book that's never been made into a movie.

4. Improvise a television show where two movie critics discuss their opinions of the movie.
   - Start with one of the critics welcoming the viewers and giving their names and the name of the show.
   - Announce the title of the movie to be reviewed and a very brief (one sentence) synopsis of what it is about.
   - The critics take turns describing scenes from the movie, talking about what they liked and didn't like. Start with a beginning scene. Keep the description brief (three or four sentences) and then say, "Let's take a look at that clip."
   - The three actors step forward and act out the scene the critic described, improvising dialogue and action.
   - Show three or four clips this way, progressing from beginning to middle to end.
   - Close the show by having one of the critics wrap up and sign off.

TIPS FOR A GOOD IMPROV SCENE:

DO: Listen to each other's ideas.
DON'T: Use scenes involving one character dominating the scene or fighting.

Back to the Future
Changing A Play

INSTRUCTIONS:

1. Have a discussion about the differences in the first *Romeo and Juliet* and the second *Romeo and Juliet* with Leonardo DiCaprio and Claire Danes.

2. Pick a classic play, set in the past, that most people know.

3. Divide everyone into two groups.

4. Have the first group act out the original play.

5. Once they are finished, have a discussion with everyone about the characteristics of the play that place it in the past. Talk about what can be changed to make the play more futuristic.

6. Then, have the second group get up and act out the play as they think it would be portrayed in the future.

Mixed-up Movie

Improvisation is a great way of stretching imaginations. This is an improv game that uses students' understanding of characters and events in books and movies to create "what if..." scenarios. The unlikely transposition of characters and events is great fodder for discussions. In creating humorous scenes, the students will end up sharing their knowledge of the stories they are mixing up. A whole scene can be created in a short period of time.

MATERIALS:

PAPER CUT INTO STRIPS (BIG ENOUGH TO WRITE A FEW WORDS ON)
TWO BOWLS, HATS, OR OTHER SIMILAR CONTAINERS FOR HOLDING SLIPS OF PAPER

INSTRUCTIONS:

1. Pass out the slips of paper.

2. Tell the students to write down suggestions for the following categories:
   famous people (celebrities, historical figures)
   movie titles
   book titles
   historical events

3. Put the famous people in one bowl. Put the titles and events in the other bowl.

4. Group into teams of three or four.

5. Each team takes a turn drawing two suggestions from the famous people bowl and one suggestion from the titles/events bowl. Act out a scene using the suggestions. For example:
   Jonathon Taylor Thomas and Napoleon star in *Spiderman*
   The Olsen Twins and Harry Potter discover electricity
   Willy Wonka and Frankenstein star in *Lord of the Rings*

6. If one of the scenes is particularly good, consider engaging the whole group in developing it further.

Director's Cut

INSTRUCTIONS:

1. Have one person be the director. The rest of the group creates a short scene with a lot of action in it. Example:
   Two friends open a car washing business. All of a sudden a rich movie producer discovers them and wants to cast them in a buddy-cop movie called, "Axel and Sludge." They audition on the spot with a dramatic car wash rescue.

2. The director says, "Places!" and everyone goes to their place for the beginning of the scene.

3. The director says, "Action!" and everyone acts out the scene again.

4. The director says, "Cut!" and the scene ends.

5. The director gives everyone a direction of how to play the scene.
   Examples: **Reverse**—the actors do everything in the scene backwards
   Slow motion— the actors move very slowly as if the were in a slow motion movie sequence.
   Oscar winning moment—the actors say every line as if they were excited and emotional, receiving an Academy Award
   Sobbing uncontrollably—the actors say their lines through tears, crying
   In a foreign language—the actors pretend they are speaking another language (use gibberish)
   In the style of a musical—the actors sing their lines as if they were performing a musical
   In the style of a western—the actors suddenly become cowboys and say their lines as if the scene was taking place in a western movie
   As bears—the actors pretend they are bears
   Underwater—the actors swim about the stage, talking as though underwater

6. The director says, "Places!" and everyone gets in place for the beginning of the scene again.

7. The director says, "Action!" and everyone acts out the same scene, but this time they use the direction they were given. The director says, "Cut!" to end the scene.

VARIATION:

The director can assign two or even three directions at once. For instance, the scene could be played sobbing uncontrollably while pretending to speak a foreign language (gibberish) and moving around underwater.

Emotional Rollercoaster

INSTRUCTIONS:

1. Line everyone up. First, two are Actors, next two are their Ids (Freudian term), the rest are Reserves. Actors start, one stage left and other stage right, but can move around from there.

2. Each Actor has assigned Ids who stand in front of the stage, one on left, one on right. The Reserves sit in the front row of the audience, with the first in line ready to hop up.

3. For large groups, you can add more actor-id pairs, but each has their own List of Emotions.

4. The Ids read an emotion from the list below and their Actor performs that emotion. The Id can choose whatever emotion they like and change it whenever they like (within reason, 10 to 30 seconds is good), After 5 emotions the Actor's turn is over, and either the Id or the actor or the next Reserve hollers, "Next!" and then everyone advances: The Id takes the Actor's place (passing the list of emotions to the next Id). The next Reserve becomes the Id and the discarded Actor bows and goes to the end of the line. Applaud the exiting Actor.

5. The Ids should not try to coordinate with each other. The fun of this game is the various combinations of emotions, so they should NOT change emotions together, or say, "Next!" together.

6. There are two ways to seat the Reserves. They can all move to the next seat when the first person gets up (singing, "Move over; Move over," is fun), thus keeping the head of the line at the same spot, or they can stay in their seats and keep track of the head of the line by the empty seat.

7. Actors say their emotion, instead of lines, while acting. For example, saying, "disturbed, disturbed, disturbed," while the other actor is saying, "whiny, whiny, whiny." Actors should react to each other, not the audience. The magic of this game is how seemingly incongruent emotions work together hilariously.

8. Copy the list of emotions on the following page. You might want to laminate them if your are planning on using this exercise often.

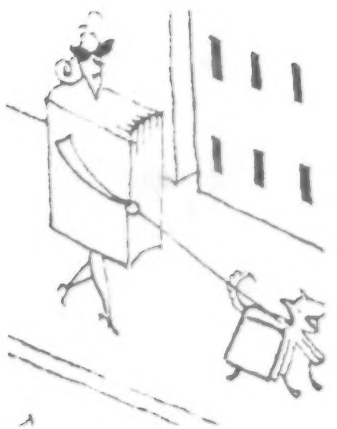
List of Emotions:

Basic Emotions:

bouncy	Leave me alone!	Give it back!
I'm in love	Whatcha got?	Gotta pee
I need a hug	I never get what I want	Look at me!
Where am I?	I'm in charge!	Can't catch me!
Help me	Ewww-Yuck!	You are so cute
Nobody likes me	Now I'm mad!	What's going on?
I'm working!	I don't wanna!	boring
Time to relax	We're under attack!	Scared
It's not my fault	I don't believe you	amazed
I'm cool	I want my money back!	Ooooops!
Not fair	I've got a secret	Where is it?
Everyone thinks I'm great	Sad	Oh, boy! This is great!

Complex Emotions:

confused	angry	startled	furious	suspicious	amazed
sad	undeserving	tolerating	unfair	mournful	ashamed
horrified	guilty	proud	flaunting	sassy	bossy
pondering	calculating	plotting	vengeful	Aha!	begging
amused	curious	cowering	questioning	miserable	joyful
chirpy	prying	spunky	gossipy	officially	evading
interrogating	suggesting	hurt	clueless	pouncing	discovering
proper	urging	urgent	examining	retreating	comforting
evading	royal	confuscating	pesky	worshipping	concealing
searching	disgusted	disturbed	watchful	distrustful	woeful
handsome	hated	forgotten	whiny	sexy	persecuted
despairing	conceited	praising	rallying	celebrating	defensive
sleepy	interviewing	smelly	exhausted	grumpy	dying
struggling	controlling	hypnotized	empty	commanding	frazzled
dizzy	forgetful	lost	hiding	working	trying
lazy	jeering	ridiculing	in-love	nasty	hungry
driven	cruel	deceitful	leading	inspired	preaching
following	pitiful	in-pain	starving	thirsty	dying-of-thirst
demanding	irked	mad	bad	mood	worthless
cool	dangerous	submissive	secretive	evil	refusing
scolding	snotty	scandalized	shocked	spying	unsure
encouraging	threatening	jealous	grabby	hoggish	pushy
proclaiming	certain	unsure	resentful	justifying	explaining
accusing	emotionless	stern	logical	practical	panicky
pathetic	studious	superior	fed-up	hardworking	needy
apprehensive	sullen	grudging	remembering	bubbly	talkative
late	ponderous	undecided	naïve	sincere	shallow
two-faced	punk	flirty	playful	offensive	don't care
itchy	embarrassed	good-ol'-boy	friendly	distant	intense
directing	obedient	hot	desperate	sleazy	groggy
hallucinating	charming	solitary	slick	practical	hanging-out



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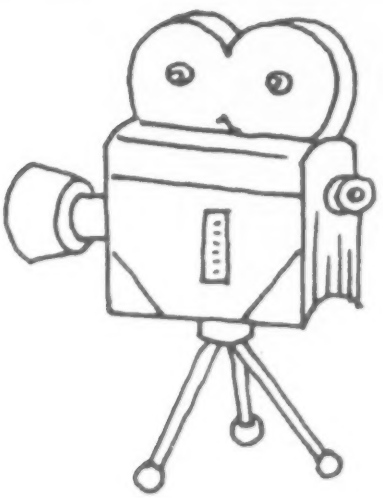

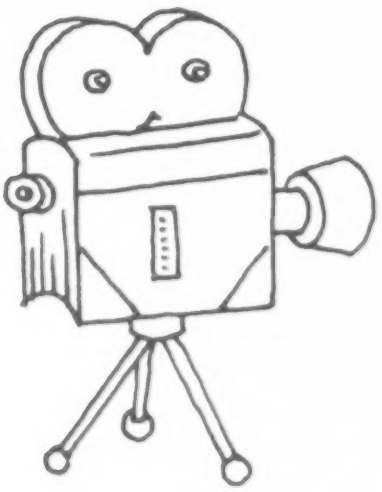

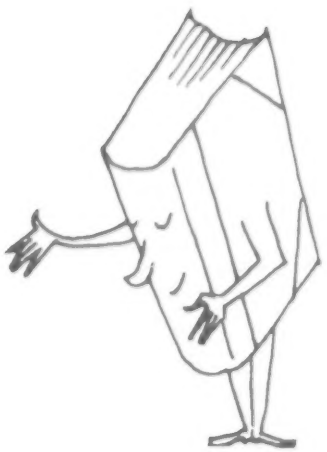

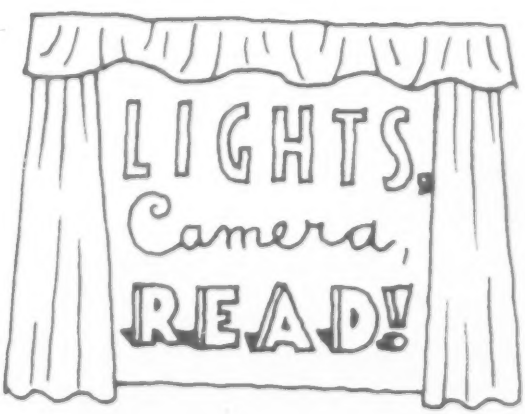

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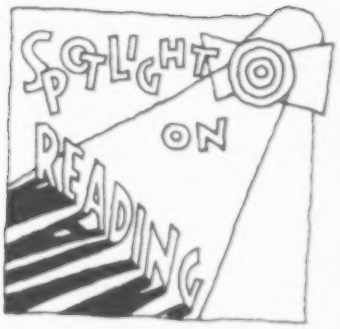

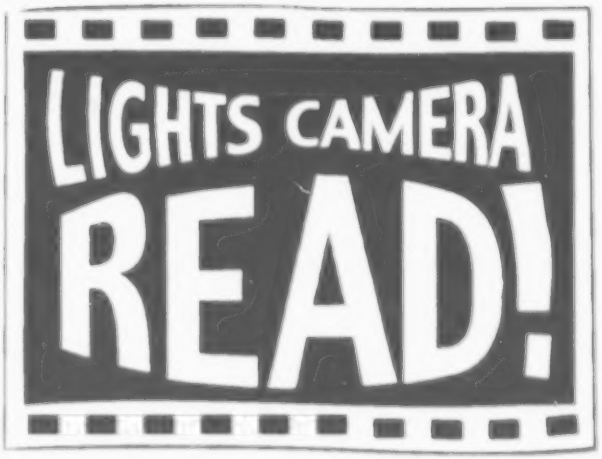

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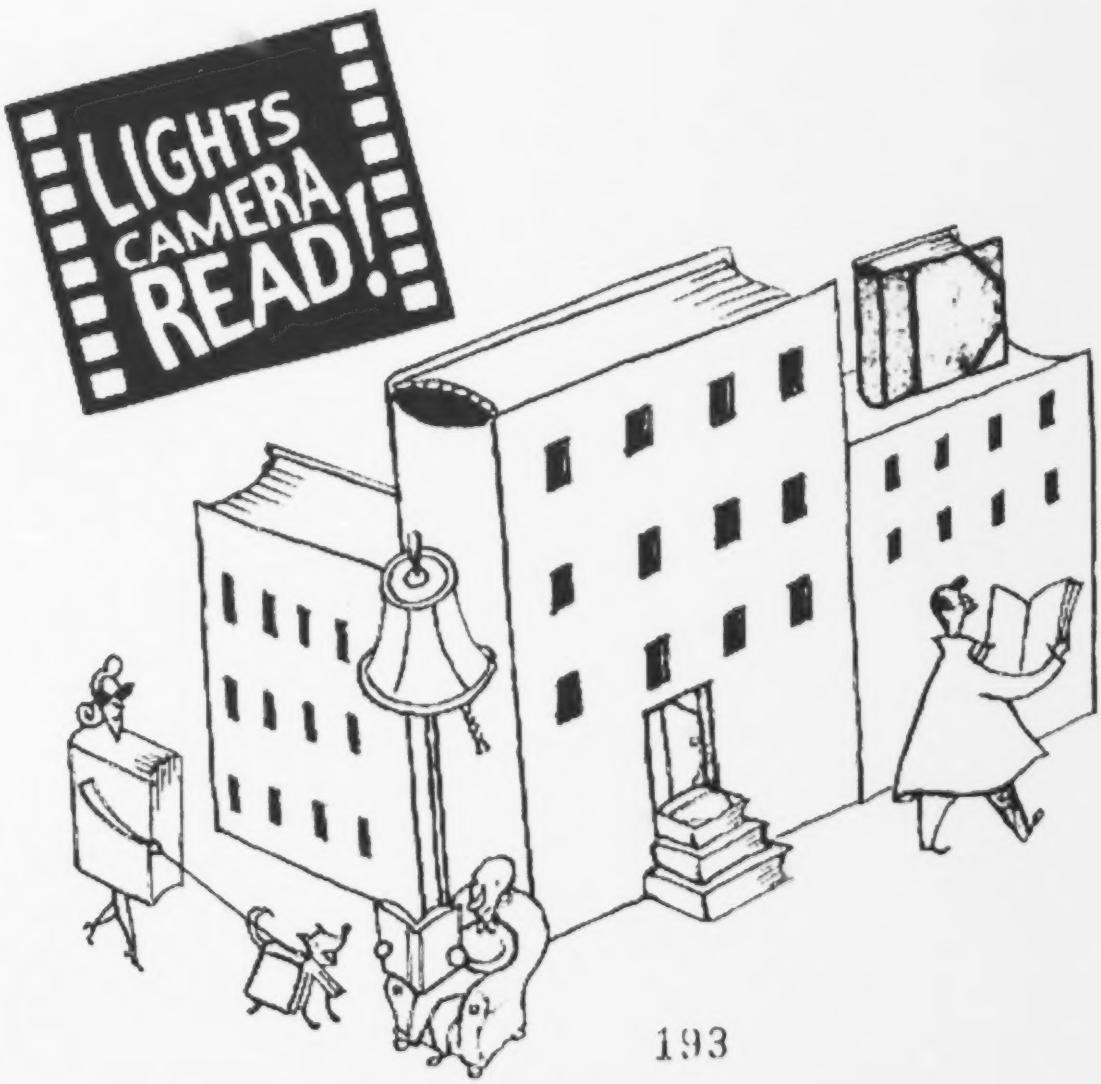

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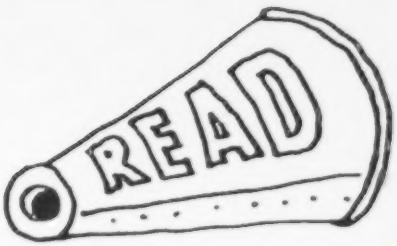

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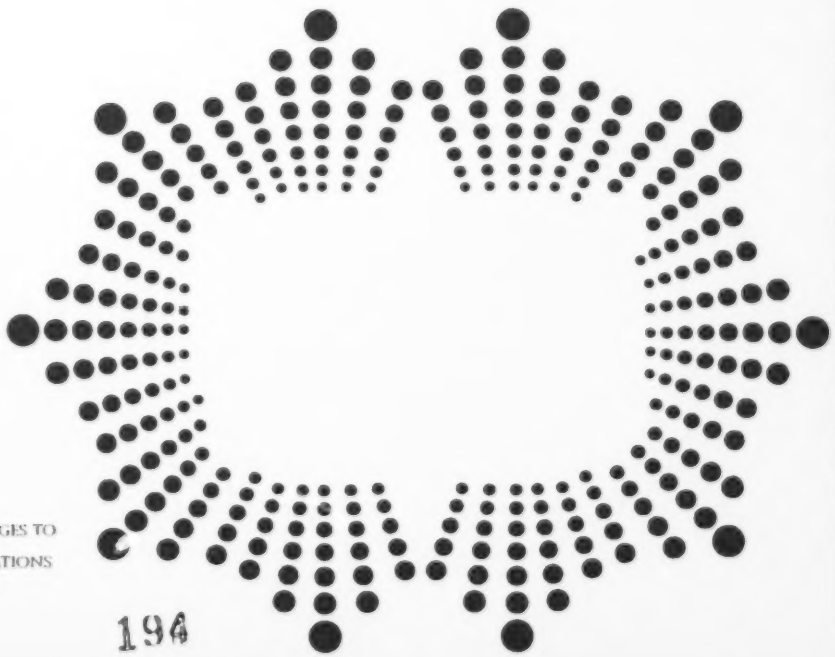

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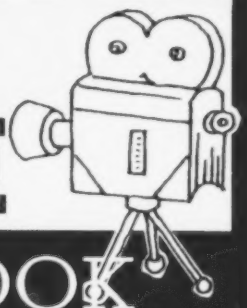

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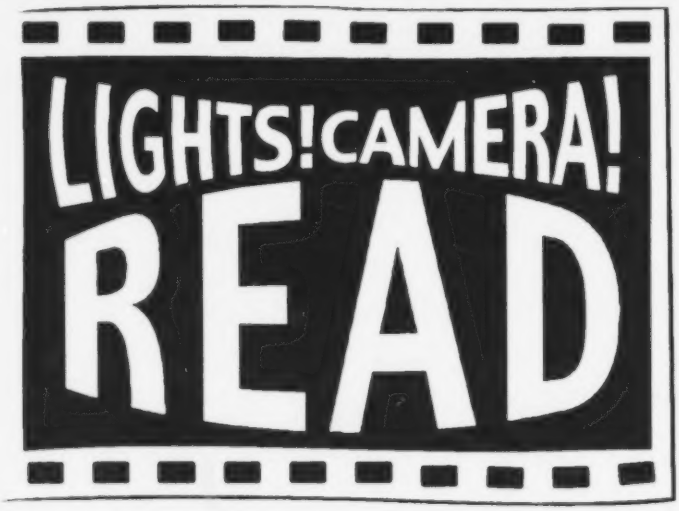

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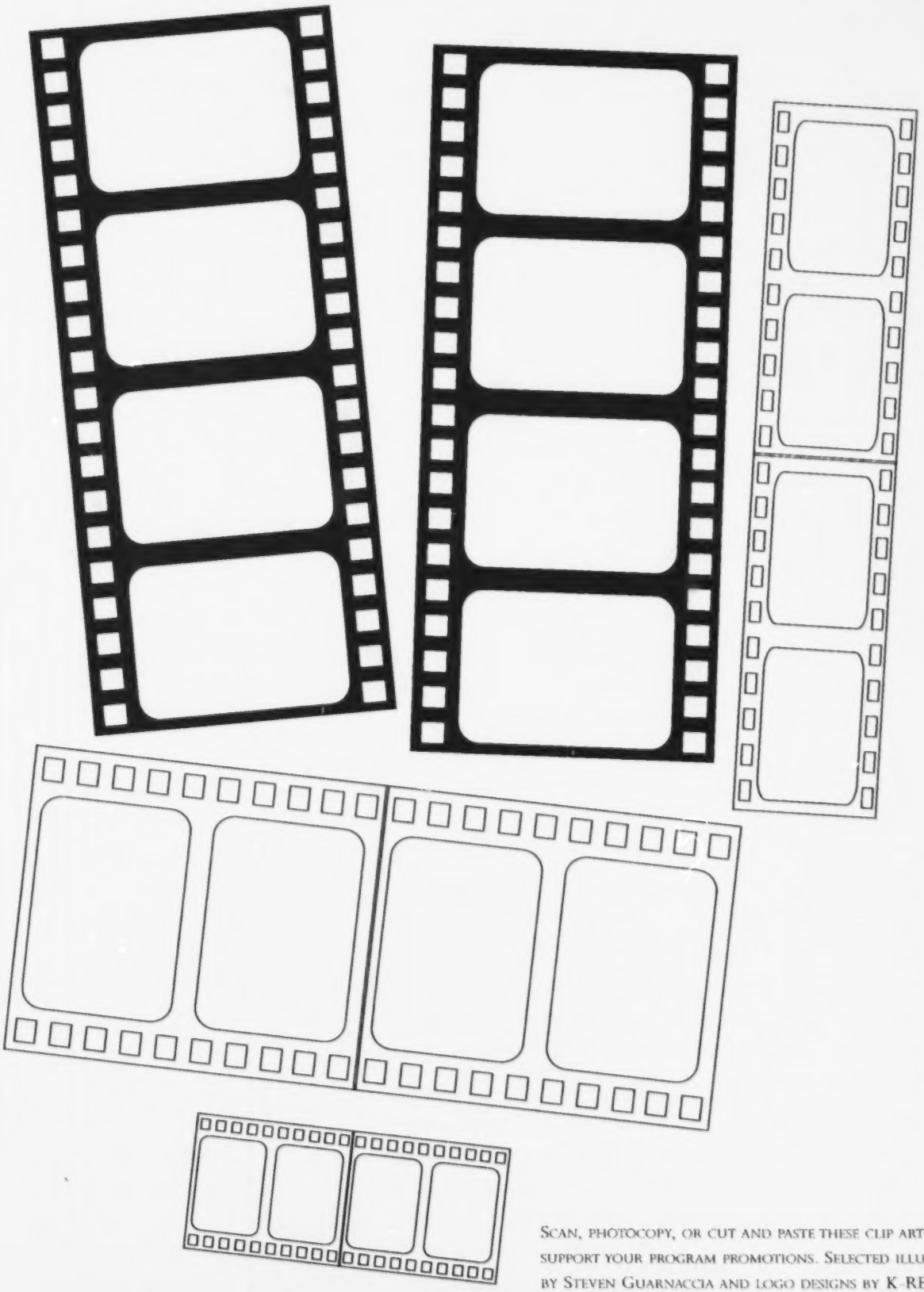

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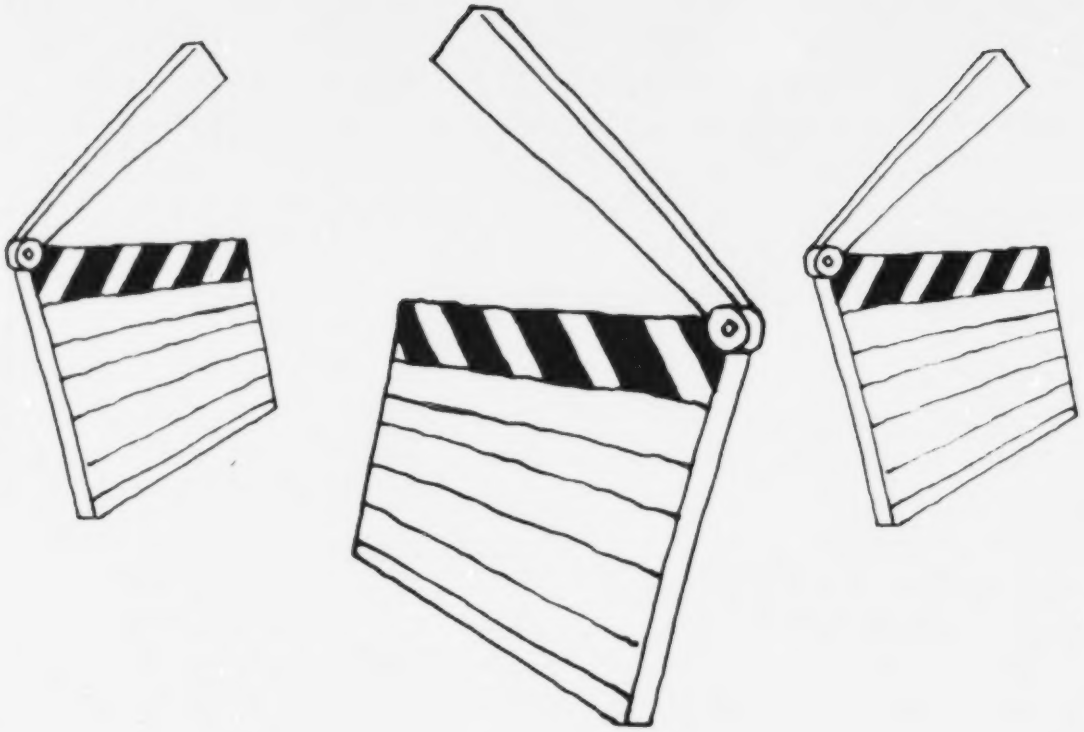

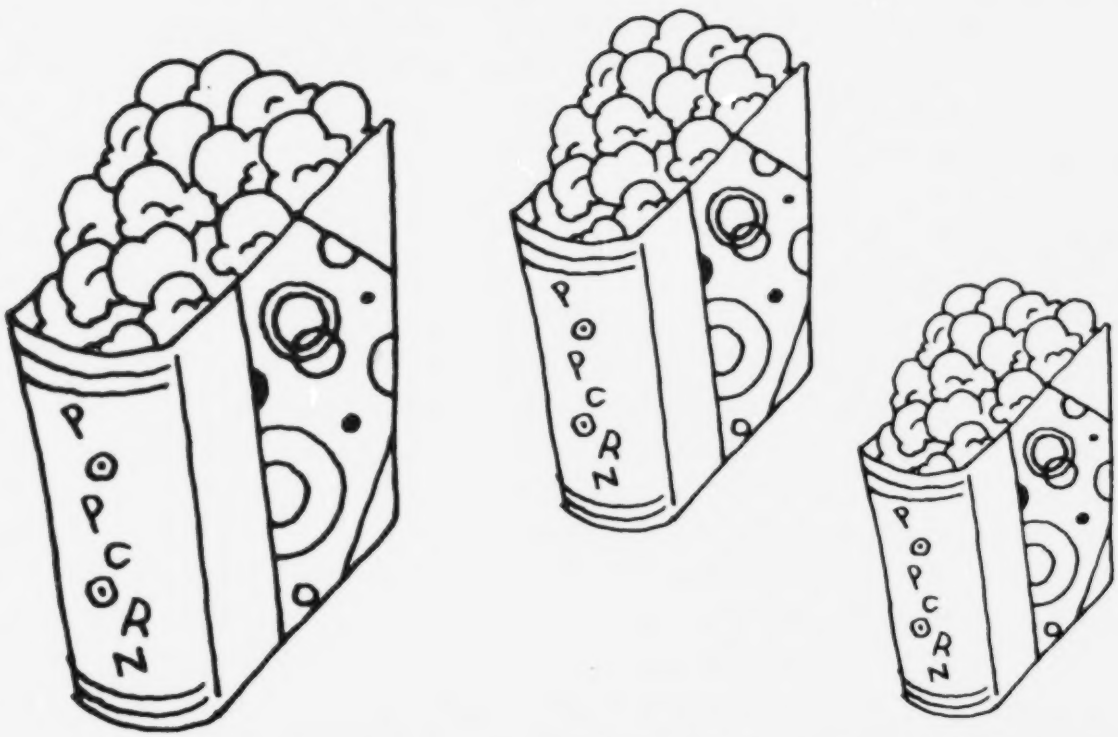

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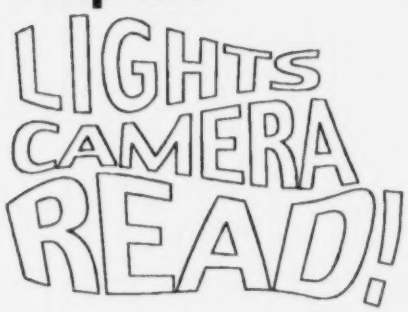

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